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ABSTRACT

Produced as a part of an evaluatic research study, this volume includes descriptions and critiques of 14 sets of economic education reviews print materials for teaching economics to grades 7-10 that were prepared by economists and middle school teachers. The materials for evaluation were selected by searching the Education Resources Information Center (ERIC) Clearinghouse for Social Studies/Social Science Education, the Data Book of the Social Science Education Consortium, and publisher catalogs. The goal of the Foundation for Teaching Economics study was to improve the standards used by educators in the evaluation of curriculum materials and in selection of textbooks. The document includes: the evaluative instruments used in the analysis; statistical charts; and the bibliography of recommended materials, as well as those evaluated but not recommended. (NL)

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guide to

Foundation for Family Economics

Guide to Economic Education Materials for Young Adolescents

Volume 1: Print Materials

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We are grateful to all of the people who contributed to this evaluation project and to the preparation of this guide. Special thanks are due the project staff, economists, and middle school teachers who brought their professional expertise and teaching experience to the assessment of the economic curriculum programs included in the guide. The reviews of the instructional materials are based on the evaluation study and were written by Dr. John D. Perron, Software Design and Publications, San Francisco. The guide was edited by Karen Nebelkopf and Pamela Herrera of the FTE.

The FTE is especially grateful to Chevron U.S.A. Inc.; The Mary A. Crocker Trust; Wallace R. Hawley; Laird, Norton Foundation; PepsiCo Foundation Inc.; and The J. Howard Pew Freedom Trust for their generous contributions which enabled the original research review conference, the evaluation study and the publication of this guide.

We hope this guide proves to be a valuable resource tool for teachers and economic educators around the country.

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Introduction

This *Guide to Economic Education Materials for Young Adolescents, Volume I: Print Materials* includes descriptions and critiques of 14 sets of economic education materials judged by three panels of teacher-reviewers to be appropriate for young adolescent students. The guide was produced as part of an evaluation research study supported by the Foundation for Teaching Economics (FTE).

Since its inception in 1975, the FTE has been the nation's foremost advocate of economic education in grades 7-10. The FTE's purpose is to foster understanding of the American economic system and of the importance of the individual within that system. To achieve its goals, the FTE has supported the development of innovative instructional materials for young adolescents, promoted economic education in grades 7-10, and sponsored applied educational research relating to its materials development and dissemination efforts.

In 1986, the FTE launched a major research effort—the first of its kind—to evaluate the effectiveness of economic education print materials currently available for students in grades 7-10. The study's final report, released in August 1987 as *Final Report, Teaching Economics to Young Adolescents: Teacher Recommended Print Materials*, describes how the research study was conducted and the results of that research. *Guide to Economic Education Materials for Young Adolescents, Volume I: Print Materials* makes the results of the research available to teachers to help them evaluate and select effective economic education print materials.

The Evaluation Study

Research Team Selection

The research project director and staff were selected for their ability to manage materials evaluation studies and to achieve a geographic balance.

Evaluation Criteria

One of the main goals of the FTE study was to help improve the standards used by educators in evaluating curriculum materials. To achieve this, the researchers developed 15 criteria which were reviewed by 3 nationally-recognized scholars with expertise in economics, economic education and developmental psychology. The researchers then developed a research-based instrument for the teacher-reviewers to use in evaluating the materials. The draft instrument was pilot tested and revised. The Middle School Economics Curriculum Materials Evaluation Instrument (reproduced in Appendix B) was used by the teacher-reviewers in the study. The criteria, grouped into four major categories, are listed below for the reader's convenience. Complete explanations of the 15 criteria are contained in Appendix B.

A. **Product Characteristics**

1. Attractiveness
2. Ease of use/manageability
3. Completeness of teacher instructions
4. Equity considerations

B. **Economic Content**

5. Uses economic concepts and generalizations accurately
6. Demonstrates logical economic reasoning
7. Identifies values underlying the American economic system

C. **Middle School Student Focus**

8. Stimulates student curiosity
9. Content relates to student economic experiences
10. Stresses involvement of people in the economy
11. Encourages student to reason abstractly

D. **Pedagogy**

12. Provides a variety of instructional techniques
13. Specifies clear, obtainable objectives
14. Encourages active student involvement in learning
15. Provides in-depth instruction on a few, selected economic concepts

Materials Selection and Screening

To select the materials for evaluation, the researchers searched the Education Resources Information Center (ERIC) Clearinghouse for Social Studies/Social Science Education, the *Data Book* of the Social Science Education Consortium, and numerous publisher catalogs. This search yielded references to 109 sets of materials. The researchers then screened the materials and selected for formal evaluation only those programs that:

- were readily available as print materials;
- stressed economic content which was not solely consumer-oriented;
- included both student and teacher components;
- were published within the last 10 years; and
- were intended for use in grades 7–10.

The researchers selected 27 programs for formal evaluation, including 13 textbooks and 14 supplementary programs.

Selection of Reviewers

The 15 teachers selected to serve as reviewers had at least 5 years of teaching experience, were classroom teachers at the middle grade level, had economics training, and were recommended by the social studies curriculum coordinators of their school districts. The teacher-reviewers—five each from school districts in North Carolina, Washington and Wisconsin—represented a national balance and included urban, suburban and rural school districts. Each team of teacher-reviewers attended a one-day training workshop in the use of the evaluation instrument.

Materials Evaluation

Each teacher-reviewer evaluated all 27 sets of materials included in the study. In addition, each set of materials was taught by at least one of the teacher-reviewers. After completing these tasks, each took part in debriefing sessions, where they discussed their experiences in evaluating and teaching the materials and their opinions of them. Finally, each of the sets of materials was critically reviewed by a professional economist to assess content accuracy and completeness.

Study Conclusions

The teacher-reviewers agreed that the evaluation instrument helped them rank the materials in an objective manner and appreciated the training in the assessment process. Statistical analysis of the results of their evaluations produced the ranking of materials shown in Table 1 on page 3. Although teacher-reviewers found the materials varied considerably in quality, their general impression was one of disappointment, concluding that many were written for high school students or, at best, gifted middle school students, thus making them inappropriate for the average young adolescent. They also agreed that most of the materials did a poor job of stimulating student interest. Despite these criticisms, the teacher-reviewers acknowledged that many of the deficiencies in the materials could be overcome if teachers had more in-depth knowledge of economics.

The economists who reviewed the materials for content accuracy and completeness applauded some of the materials for innovative applications of concepts to problems and issues, but they generally found more to criticize than to praise. They complained of inaccuracies involving such fundamental concepts as scarcity, opportunity cost and capital, among others, and also cited incomplete information and oversimplifications.

Based upon the evaluations, the researchers reached five tentative generalizations:

1. Economic education materials for the middle school level differ significantly in quality.
2. Supplementary materials are stronger in providing opportunities for improved instruction than are textbooks.
3. Textbooks tend to present more accurate economic content and are more attractive than are supplementary materials.
4. Most of the economics materials designed for use at the middle school grades are bland, uninteresting, and do not draw on the economic experiences of young adolescents. This guide, however, includes notable exceptions.
5. Successful use of economic education materials at the middle school level depends in part on a strong in-service education program for teachers.

Contents of the Guide

This guide presents impartial reviews of the 14 sets of textbooks and supplementary materials judged to be most appropriate for young adolescent students by the teacher-reviewers in the FTE study. These are listed below in Table 1. In addition, the ratings of the 13 other sets of materials evaluated in the study are provided in Table 3 on pages 32–33.

Information Provided About Materials

In the following section, each of the 14 reviews provides a summary of the evaluation results for one set of economics materials. Bibliographic data on the program is followed by two summaries. The first summary, **Evaluation,** contains one to five stars representing the relative standing of that set of materials for the four major categories of

evaluation criteria. The second summary, **Teacher Recommendations**, gives the numbers of teachers recommending or not recommending the materials for use in grades 7 to 10. Following the recommendations, a detailed description of the materials contains five basic sections:

- **MATERIALS:** the books, guides, etc., that make up the program;
- **CONTENT:** the scope, sequence, and organization of content;
- **FEATURES:** special or unique aspects of the program;
- **TEACHER EVALUATIONS:** summaries of teacher-reviewer evaluations, (including comments), relating to the four major categories of evaluation criteria: 1) Product Characteristics, 2) Economic Content, 3) Middle School Student Focus, and 4) Pedagogy; and
- **EVALUATION SUMMARY:** summary of the evaluation results followed by a bar graph illustrating the mean scores for each of the 15 evaluation criteria.

Notes About the Rankings

The 14 sets of economic education materials listed in Table 1 below and described in the reviews beginning on page 4 were considered the best of the 27 sets evaluated in the FTE study. They were assessed against the 15 criteria and then again for the teacher-reviewers' overall evaluation. The rankings for the 8 sets of text materials and 6 supplementary programs are based on the combined mean rating scale scores of the 15 evaluation criteria. These data are shown in Table 1. The mean rating scores for all 27 sets of materials on each of the 15 evaluation criteria appear in Tables 2 and 3 in Appendix A (pages 30–33).

The reviews of textbooks and supplementary materials are grouped separately and are arranged in each group in alphabetical order by publisher. No commercial endorsement of these materials by the FTE is implied or suggested. Instead, the guide offers the recommendations of experienced teachers regarding the instructional materials currently available for use in grades 7-10.

The FTE hopes this guide will help educators evaluate economic education materials available to teach young adolescents. The FTE also hopes its research will encourage teachers to demand more appropriate curriculum materials for use in grades 7-10 and will inspire authors and publishers to improve economic education materials for these grades. In concluding their final report, the researchers made this statement:

"Our observation is that there is a need to develop curriculum materials in social studies, for example, which have a better fit with the middle school youngster. To accomplish this, educators at the middle school level must effectively articulate a demand for products specifically designed for middle school students."

Table 1.

Rankings of Materials by Combined Mean Scores of Evaluation Criteria

Text Materials	Rank	Combined Mean Score on 15 Criteria
Houghton Mifflin Company		
Consumer Action: Personal Business Management	1	63.86
New Readers Press		
Economics: It's Your Business	2	63.47
EMC Publishing		
Decisions: Making Personal Economic Choices	3	62.60
Addison-Wesley Publishing Company		
Our Economy: How It Works	4	62.40
Coronado Publishers		
Economics and the Free Enterprise System	5	60.08
Globe Book Company		
Economics and the American Free-Enterprise System	6	58.79
Scribner Educational Publishers / Macmillan Publishing Company		
Economics Today and Tomorrow: Enterprise Edition	7	58.40
Harcourt Brace Jovanovich		
Free Enterprise in America	8	58.36
Supplementary Materials		
National Education Association and Joint Council on Economic Education		
Economics for Kids: Ideas for Teaching in the Elementary Grades	1	65.33
Center for Teaching International Relations		
Teaching About the Consumer and the Global Marketplace	2	64.33
Joint Council on Economic Education		
Strategies for Teaching Economics: Junior High School Level	3	63.23
USA TODAY and Foundation for Teaching Economics		
Economics Today	4	59.79
Federal Reserve Bank of Minneapolis		
Money, Banking, and the Federal Reserve System	5	58.69
Washington Council for Economic Education		
In the Marketplace	6	58.36

Our Economy: How It Works

Author: *Elmer U. Clawson*

Publisher: *Addison-Wesley Publishing Company*

Copyright Date: *1984 (Third edition has 1988 copyright)*

Evaluation

Product Characteristics	***
Economic Content	****
Middle School Focus	***
Pedagogy	****

Teacher Recommendations

Recommended	6
Recommended w/ Reservations	9
Not Recommended	0

Materials

Our Economy: How It Works uses a wide array of materials to help students focus on their place in the American economy. The 363-page hardcover textbook has an accompanying 312-page softcover teacher's guide, and a 104-page student workbook (with its own teacher's edition). Six videos (also in filmstrip format) are available, supplementing the textbook's case studies and inquiry activities.

Content

While covering traditional economic content, the textbook's case studies grab student interest immediately, focusing on important economic elements in their lives: from the jeans they wear, to the food they eat, the paper they write on, and the gasoline that fuels the family car. Chapters 2-5 cover the who, what, why, and how in the evolution of these products. Students also learn about money and the banking system, the role of government, and the individual's place in our economy. The focus is on people using economics in everyday situations. Each chapter includes activities and discussion questions to help students analyze what they learn.

The teacher's guide details the rationale behind the approach and offers conceptual models, as well as scope and sequence and goal charts. In addition—for each chapter of the textbook—the teacher's guide contains the objectives (complete with teaching strategies and the materials needed), the accompanying activities (including full-page handouts for easy reproduction), resource lists, and two matched, criterion-referenced 25-question chapter tests (including answer keys).

The student workbook helps students come to terms with economic concepts at a personal, concrete level. Each of its eight sections includes an organizer (background information for economic concepts) and learning activities that take students a step at a time through economic concepts which are presented in concrete terms.

Features

Our Economy: How It Works contains six case studies, four of common everyday products. The additional case studies cover banking and government. The teacher-reviewers praised the book for: 1) being people oriented, 2) focusing on topics of interest to early adolescents, and 3) teaching strategies that promote active learning.

Teacher Evaluations

Product Characteristics

Teacher-reviewers felt the text handled equity considerations well. Although many liked the case study approach, some would have liked time estimates for teaching them.

"Very thorough, easy to understand teacher's guide—a teacher, new to teaching economics, would find this most useful."

"Good use of photographs—graphics, tables, etc., of high quality. . . . Very extensive, step-by-step guide."

"All groups within our society seem to be fairly represented. Publisher did a great job of including 'everybody.'"

"Aged, handicapped not depicted—but great on occupations and youth/younger adults."

Economic Content

Most teacher-reviewers thought the textbook reflected positively on the values underlying the U.S. economic system. Some felt it would provide a useful accompaniment for other courses. Many teachers praised its effort to present the larger world picture.

"A thorough glossary is included in the text itself. Definitions are presented as clearly and simply as possible. . . . Each lesson and activity includes lots of questions designed to encourage critical thinking—a superb job in this category [Economic Reasoning]."

"The case studies reinforce the generalizations which follow."

"This book does it!! It would be great taught in conjunction with U.S. History or Social Problems courses."

"Excellent questions in the teacher's manual for thinking and transfer of knowledge. . . . Excellent examples."

Middle School Student Focus

The majority of teacher-reviewers thought the materials and subjects would interest middle school students. Some felt a few of the activities accompanying the text were more appropriate for high school students, but most felt the focus on goods used daily by students—jeans, cars, food—provided high motivation.

"Interesting case studies are captivating, if somewhat too detailed, perhaps too much for the middle schoolers. . . . [People involvement] is highlighted frequently, with interesting biographical sketches throughout the text."

"Terrific job. . . . Lots of challenging questions in text, activities, and teacher's workbook—not just a simple recognize-and-restate level."

"The unique approach used would stimulate the curiosity of a middle school student. The study of the jeans industry would 'get them going.'"

"Higher level questions and lessons that move from the concrete to the abstract are a standard feature of this set. A superb job in this category."

Pedagogy

The majority of teacher-reviewers appreciated the book's emphasis on case studies. They liked the way the text got students involved in the subject matter. They ranked this category of the evaluation criteria the highest of the four. The majority praised the clear objectives and over-all curricular approach.

"This curriculum set is definitely designed with student action and not just the teacher lecture in mind. . . . Every possible economic concept is covered in this text!"

"Small group activities and individual activities. Some long-range activities, as well as short exercises. . . . Great amount of questions and activities to reinforce the readings."

"The teacher's guide is one of the most thorough I have ever seen, and the challenging nature of many of the questions is outstanding!"

"So much is covered!"

Evaluation Summary

All teachers in the study endorsed the use of *Our Economy: How It Works* at the middle school/junior high school level—six without reservation and nine with some reservations. Some observed that the text included too much material to cover in a one-semester course, while a few felt the conceptual load might be too heavy for less capable students.

Our Economy: How It Works

Evaluation Summary

Attractiveness	73
Ease of Use	77
Teacher Directions	81
Equity	79
Accuracy of Content	81
Economic Reasoning	81
Economic Values	81
Stimulates Curiosity	71
Relates to Students	68
Involves People	84
Abstract Reasoning	81
Teaching Techniques	84
Clear Objectives	83
Involves Students	79
In-Depth	68

(Maximum 100)

Economics and the Free Enterprise System

Author: *William D. Rader*

Publisher: *Coronado Publishers*

Copyright Date: *1982*

Evaluation

Product Characteristics	***
Economic Content	*****
Middle School Focus	****
Pedagogy	*

Teacher Recommendations

Recommended	7
Recommended w/ Reservations	7
Not Recommended	1

Materials

Economics and the Free Enterprise System is built around the theme of making choices and supported by a set of basic economic concepts. The materials consist of a 160-page hard-cover student text and a 77-page teacher's guide. The text includes an introduction that briefly describes the history of the American economic system. There are ten fairly concise chapters, each based on a set of three to six "Basic Understandings," a listing of which is located for reference at the back of the book. The student text includes a glossary and an index.

The teacher's guide supports each chapter with background information, teaching ideas, and discussion suggestions. Its appendices feature a teacher bibliography; 25 performance objectives for the course; and chapter-based sets of quizzes, tests, and evaluations (with answer keys).

Content

The introduction to *Economics and the Free Enterprise System* provides a short economic history of the United States, concluding with a full-page American Economic History Timeline. After the introductory background, the first chapter, "Making Choices When Wants Are Greater Than Resources," deals with scarcity. Subsequent chapters, stressing *choice*, deal with business decisions, consumer issues, money and credit, government economic policies, inflation, and foreign trade. The text concludes with a summary chapter, "Ideas for Wiser Choice-Making," that attempts to draw everything together.

The slender volume relies on a consistent chapter format: a few pages of content supported by color pictures, cartoons, and artwork. At the end of each chapter, "Terms to Remember" directs student attention to economic vocabulary, and "Discussing Ideas" presents ideas to stimulate classroom discussion.

The teacher's guide offers suggestions for instruction, projects for further study, chapter quizzes and test questions, and a bibliography.

Features

Economics and the Free Enterprise System focuses on decision making and provides basic economic information about the American free enterprise system. The end of each chapter directs student attention to vocabulary development. The author attempts to interest students through the concept of choices, briefly presenting a few economic concepts. The teaching method mainly involves discussion topics.

Teacher Evaluations

Product Characteristics

Teacher-reviewers felt *Economics and the Free Enterprise System* was nicely formatted and provided a quality introduction to economics. They appreciated the selection of colorful photos, charts, and tables and felt it helped clarify the economic concepts for students. Although few criticized the text's handling of equity considerations, a majority took issue with the organization of the teacher's guide.

"Good variety of color, photos, charts, cartoons."

"The T.G. [teacher's guide] is weak on teacher directions. No chapter objectives are listed, no time estimates are given, and no extra explanation is provided."

"Some directions are not explicit, but they are adequate for the teacher to carry them along."

"Seems very neutral, but does have multicultural overtones."

Economic Content

The textbook did not include enough specific economic content for some teacher-reviewers. They thought its reliance on choice in relation to the basic economic concepts was good but ended up limiting the teachings or leaving out important areas. Some liked the author's way of presenting concepts and then placing students in new situations at the end of the chapter—as part of the review process.

"Some critical topics do not appear to be addressed, others are."

"At the end of each chapter, the students are given a chance to make choices."

"Each chapter end has students applying knowledge gained—in a new situation. It requires active student thinking."

"The major values of our economic system are all covered in this text. Difficulties of trade-offs and priorities are also included."

Middle School Student Focus

The teacher-reviewers disagreed on the question of student interest and the age-appropriateness of the materials. Many felt the text did a good job in stimulating student interest, while a few felt it missed their students completely. Some felt the text encouraged abstract reasoning and would be most useful in classes for the "academically talented." Most liked the way the content involved people.

"The text content is important but does not often relate to middle school economic experiences. But the . . . 'Further Study and Inquiry' section [in the teacher's guide] always poses problems that are definitely age-appropriate."

"There are many 'kid' examples in graphs, pictures, and in written text. Example; school buses as . . . government spending."

"People and their situations are the central figures in the activities."

"There is the opportunity for students to reason abstractly at the end of each chapter."

"This text would be most useful with academically talented middle schoolers."

Pedagogy

The majority of teacher-reviewers liked the "Basic Understandings" feature of *Economics and the Free Enterprise System*. However, several thought the teacher's guide was a big drawback and a major weakness. Several took issue with its limited "hands on" activities and lack of teacher's directions.

"Objectives are clearly stated in performance terms, but all are on one page—not by chapters."

"This appears to be an excellent basal text. I would choose it over the one I have now. . . . It has excellent suggested activities."

"Pretty good—could have more hands-on activities for middle school. May be good for 8th, 9th graders—some 7th."

"The teacher's text is weak. If it were as well done as the student text, I would think more of it."

Evaluation Summary

The teacher-reviewers' reactions to *Economics and the Free Enterprise System* can be summed up in one's comment: "An informative, no-nonsense volume covering a wide range of economic topics/concepts." Some liked its conciseness. Some felt it suffered from a lack of in-depth teacher directions, a barely adequate teacher's guide, and a shortage of stimulating "hands on" activities. Seven of the reviewers recommended the program without reservation, seven had some reservations, and one would not recommend it for middle grade students.

Economics and the Free Enterprise System

Evaluation Summary

Attractiveness	91
Ease of Use	76
Teacher Directions	64
Equity	73
Accuracy of Content	83
Economic Reasoning	84
Economic Values	85
Stimulates Curiosity	77
Relates to Students	83
Involves People	87
Abstract Reasoning	79
Teaching Techniques	67
Clear Objectives	51
Involves Students	65
In-Depth	73

(Maximum 100)

Decisions: Making Personal Economic Choices

Authors: *Judith Staley Brenneke and Mary Lou Hamill*

Publisher: *EMC Publishing*

Copyright Date: *1985*

Evaluation

Product Characteristics	★★★★★
Economic Content	★★★★★
Middle School Focus	★★★
Pedagogy	★★

Teacher Recommendations

Recommended	8
Recommended w/ Reservations	5
Not Recommended	2

Materials

Decisions: Making Personal Economic Choices received high praise for its publication quality, especially its liberal use of colorful photos. The materials include a 358-page hardcover student textbook, an 88-page softcover teacher's guide, and a 160-page student workbook. In addition, there is a separate booklet featuring pre- and post-tests, 20 achievement and 5 summary tests, and answer keys. *Decisions: Making Personal Economic Choices* is divided into a total of 20 chapters in 5 sections: "Making Choices," "You and the Economy," "Earning an Income," "Managing Your Resources," and "Your Shopping Decisions."

Content

Decisions: Making Personal Economic Choices teaches students about the need to make choices within the American economic system. The text deals with a wide assortment of consumer issues. It introduces students to a decision-making model and economic concepts fundamental to their future roles as workers, consumers, and citizens. The authors also show how these concepts are applied. Terms like resource management, supply and demand, scarcity, opportunity cost, and trade-offs occur throughout the text.

Each chapter begins with several clearly stated student objectives and ends with a content summary, vocabulary matching exercises, review questions, and ideas for student projects. The text has a glossary and an index. The teacher's guide contains chapter overviews, notes on teaching the chapters, answers to the exercises and review questions, and notes on project ideas.

Features

The authors' goal for *Decisions: Making Personal Economic Choices* is economic literacy education. They want students "to become intelligent decision makers and responsible economic citizens." The book is a hybrid, including consumer education content but placing it in an economic education format. Designed for a one- or two-semester course, use of the text can also be custom-tailored to fit alternate needs. The teacher's guide features a scope and sequence and encourages teachers to select parts that fit in with their course needs.

Teacher Evaluations

Product Characteristics

The teacher-reviewers ranked the attractiveness of the text high. They particularly liked the cover and the consistent look of the student text, workbook, and teacher's guide. The materials also received top marks in the area of equity considerations.

"Cover is very striking. Pictures provide additional understanding for the students. . . . Excellent disposable workbook."

"The book and booklets are nicely arranged. The illustrations are attractive and well-balanced."

"Outstanding teacher's guides and materials."

"The authors have done an excellent job of including all segments of our society in the photos within the text."

Economic Content

The majority of teacher-reviewers thought the text provided a good introduction to economics, albeit with a consumer slant. They liked the authors' efforts to deal with economic terms, including both a focus on vocabulary in each chapter and an end-of-the-book glossary.

"Promotes economic thinking skills with workbook activities and projects. . . . Clarifies free choice, free competition, limited government interference."

"Concepts consistent with those listed by the Joint Council on Economic Education."

"Definitions clear and uncluttered. Glossary consistent with text definitions."

"Develops the rationale for making decisions within the American economic system."

Middle School Student Focus

The majority of teacher-reviewers felt the text was aimed at high school students rather than middle school students. They disagreed on whether the materials would interest middle school students, but some thought the activities helped make the materials usable with middle school students. Several said the materials would be appropriate for upper middle school grades.

"Excellent text and materials for upper middle grades."

"Seems from pictures and scenarios [at beginning of each chapter] to be geared more toward high school-aged students; project activities do not seem to be designed for younger students."

"End-of-chapter projects and many of the workbook activities encourage abstract reasoning—too much for middle school students."

"What a wonderful basic economic text for 8th graders! I would suggest use in the regular and basic classes and parts for the accelerated classes."

Pedagogy

The teacher-reviewers liked the instructional techniques used in *Decisions: Making Personal Economic Choices*. Most felt the objectives were clear and attainable, and that there was enough variation to provide for different learning styles. Lower ratings, though, were assigned because of the level of the materials; several teacher-reviewers were unsure if their students had the background necessary for dealing with the situations involved.

"Individual as well as group activities are presented."

"Group and community resources are used to encourage student involvement in learning."

"The objectives are well stated and clearly related to the activities."

"All are in-depth presentations. Middle schools could not cover many of these in the regular course of a year."

"My rating is high, but I feel this material is too sophisticated for middle school children. They could use some more economic involvement to help them understand the concepts. They need age, job experience, or banking experience to utilize this material for a productive lesson."

Evaluation Summary

A majority of the teacher-reviewers were impressed by *Decisions: Making Personal Economic Choices*. Eight of the teacher-reviewers said they would recommend the text without reservations, while five said they would recommend it with reservations and two said they could not recommend the text at all—at least, not for use at the middle school level. The two major drawbacks were: 1) the content may be more relevant to older students and 2) the reading level might be a problem for many middle grade students. The reviewers agreed that the end-of-chapter activities provided stimulating ideas and fostered the development of economic skills.

Decisions: Making Personal Economic Choices

Evaluation Summary

Attractiveness	87
Ease of Use	84
Teacher Directions	76
Equity	85
Accuracy of Content	84
Economic Reasoning	88
Economic Values	81
Stimulates Curiosity	71
Relates to Students	67
Involves People	85
Abstract Reasoning	85
Teaching Techniques	71
Clear Objectives	79
Involves Students	67
In-Depth	69

(Maximum 100)

Economics and the American Free-Enterprise System

Authors: *Jack Abramowitz, Roy Adkins and James H. Rogers*

Publisher: *Globe Book Company*

Copyright Date: *1983 (New edition released in 1988)*

Evaluation

Product Characteristics	***
Economic Content	****
Middle School Focus	*
Pedagogy	**

Teacher Recommendations

Recommended	4
Recommended w/ Reservations	10
Not Recommended	1

Materials

Economics and the American Free-Enterprise System is a 378-page hardcover textbook including eight economic units. The text's 46 chapters provide brief, digestible chunks of economic content for students with follow-up learning exercises and enrichment pages. A 185-page teacher's guide includes a scope and sequence section, a list of supplementary materials, 78 pages of chapter-by-chapter lesson plans, and unit tests with answer keys.

Content

Economics and the American Free-Enterprise System provides a comprehensive overview of economics. Unit 1 introduces economic concepts and guides students in the use and interpretation of charts, graphs, maps, and cartoons. It also briefly introduces students to economic history. The remaining seven units focus student attention through question-titles for chapters (for example, "What Is Capitalism and How Does It Operate?"). The authors cover goods and services in a free enterprise system, money and profit, decision making, consumers, comparative systems, business and competition, farming, work, and the American economy.

Features

Economics and the American Free-Enterprise System focuses on the basic concepts of the American economic system. It features vocabulary development and attempts to provide a good foundation for novices in economics. The teacher's guide also attempts to provide enough background for teachers who are new to economics.

Teacher Evaluations

Product Characteristics

Teacher-reviewers felt the text did a good job of introducing economic concepts, defining and reinforcing them right in the text—without making students jump to a back-of-the-book glossary (although one is included, called a "Mini-Dictionary"). They also liked the way the text divided the content into brief chapters, with success-oriented, follow-up exercises—making the teacher's job easier. Several criticized the absence of color photographs in the book—and the over-use of orange.

"Nice, attractive covers; [however,] one would get tired of black and white pictures and extensive use of orange in diagrams and graphs throughout."

"Lessons are clear; homework or additional exercises are given as well as sample follow-up tests."

"One of the best organized [texts] I have seen. The teacher's guide is especially well-organized."

"A variety of photographs depict all races, age groups, and rural-urban dwellers."

Economic Content

The teacher-reviewers liked the text's comprehensive coverage of economic concepts but judged readability as the key strength of *Economics and the American Free-Enterprise System*. They felt middle school students would find it easy to read and understand. Several expressed concern about its lack of student-oriented examples and people involvement. Several also felt the suggested teaching strategies were run-of-the-mill and could elaborate more on key concepts.

"Excellent presentation of vocabulary. It is introduced in the beginning of a lesson and then is written in bold face to reinforce."

"Good glossary, but I especially like the terms listed at 'Chapter Start' and the words using 'Context Clues'—this is a strong, active way for students to improve skills."

"Does a good job of identifying American economic values."

"Some 'Thinking It Through' sections [include] a challenge to apply the main concepts; others do not."

Middle School Student Focus

The teacher-reviewers criticized the text's focus on adult examples—even while praising their real-life nature. Most felt they would be of little interest to students, forcing teachers to create ways to make them relevant.

"Most activities do not relate to the middle school student's economic activities. Does a good job of emphasizing people over things. Does not do enough to encourage higher level thinking."

"Nothing eye-catching to 'spark' curiosity. [Few] 'kid' examples."

"I doubt seriously that a middle school student would be 'stirred' by this textbook. . . . Little challenge to students to reason abstractly"

Pedagogy

The teachers who evaluated *Economics and the American Free-Enterprise System* found it comprehensive, but several felt it might be a little *too* comprehensive. They felt it might require a longer period to teach than was available at the middle school level. Some believed it would fit better at the high school level.

"Too comprehensive to fit into most social studies programs at the middle school level."

"I think it is too 'dry' for daily use. As a resource book, I think it could be very useful."

"Mostly 'pencil and paper' activities, which get boring."

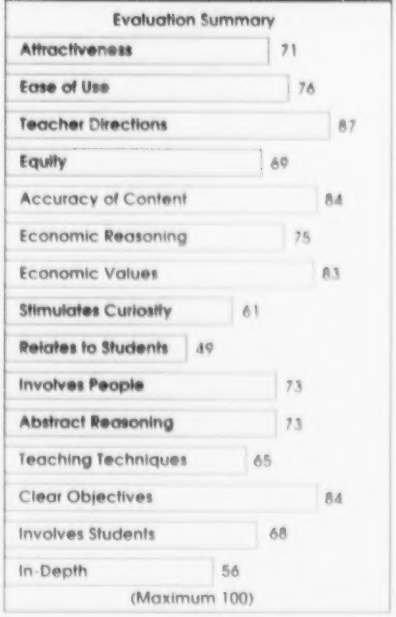
"The teacher's guide is a definite strong point, but the dullness of the text outweighs the guide."

Evaluation Summary

Most teacher-reviewers liked the comprehensive nature of *Economics and the American Free-Enterprise System*, especially its focus on vocabulary development for the novice student. Several thought the content related more to adult than middle school student interests, but they praised the teacher's guide and its support of teachers new to economics. Four recommended it without reservations, 10 recommended it with reservations, and one did not recommend it for use at the middle grade level.

Economics and the American Free-Enterprise System

Evaluation Summary



Free Enterprise in America

Author: *Andrew Hacker*

Publisher: *Harcourt Brace Jovanovich*

Copyright Date: *1977*

Evaluation

Product Characteristics	***
Economic Content	****
Middle School Focus	***
Pedagogy	*

Teacher Recommendations

Recommended	7
Recommended w/ Reservations	6
Not Recommended	1
No Recommendation	1

Materials

Free Enterprise in America looks more like *Time* than a textbook, judging by its cover. Its 120 magazine-size pages bristle with good-sized type and modishly wide margins filled with pictures, drawings, and cartoons. Colorful tables and charts enliven the text and attempt to place economics within the reach of students. The text features 27 lessons, suggestions for further reading, a glossary, and an index.

The 82-page teacher's guide contains lesson plans with an overview, learning objectives, key words and ideas, background information, activities and projects, answers to text questions, methods for evaluating student response., teaching references and a list of audio-visual materials.

Content

Free Enterprise in America starts with a two-page spread of pictures accompanied by thought-provoking questions. It then focuses student

attention on the way the free enterprise system works and how individuals and institutions play their parts in the process. It concludes with an overiew, tying it all together. The text utilizes case studies, simulated events, mock advertisements, and graphic depictions of events to stimulate inquiry into economic issues.

Each lesson concludes with one of four activities to encourage student involvement: "Thinking It Through," "Analyzing the Evidence," "Investigating on Your Own," or "Expressing Your Views."

Features

The text's 27 lessons—each designed for use in a single class period—are distributed among five major divisions of the text: "Introduction," "How the System Works," "Individuals in the Economy," "Institutions and the Economy," and "The Economy as a Whole." The author intended the text for use in a specific economics course or as an economics unit within social studies or civics courses. Its main drawback is the dated nature of the material for today's students.

Teacher Evaluations

Product Characteristics

The teacher-reviewers generally praised the text's colorful, graphic style and lively illustrations, believing it would appeal to middle school students. A majority also felt that the content treated sexes and races fairly.

"A very lively illustrated volume. . . . The content jumps off the pages."

"It caught my eye immediately—something other than a text to use."

"No obvious bias. No stereotyping is evident."

"There seemed to be a real effort to be equitable in the presentation of peoples."

Economic Content

Overall, teacher-reviewers gave high ratings in this evaluation area. However, one reviewer would not recommend the program because some of its material seemed dated. Indeed, bell-bottomed Beatles look-alikes and a discussion about $1.86 pizzas may generate more wonder than wisdom. Still, most praised its economic accuracy, logic, and values.

"[The text] fosters understanding of the free enterprise system."

"Part 4, 'The Economy as a Whole,' does an especially good job of interpreting economic concepts and economic values."

"[The text] emphasizes the values underlying the American economic system very nicely."

"I feel it is more than acceptable as an overview to the study of economics."

Middle School Student Focus

Many teacher-reviewers thought the program would interest middle school students, but a few expressed concern over its use with younger middle grade students.

"[My students] said it was not bad for a textbook . . . and they liked the pictures. I would love to have a class set to use for my 8th graders."

"A wide range of students could use this and not be insulted."

"Clear—but a bit difficult for middle school kids in spots."

"For the high level students, this is a perfect piece of supplementary material. However, the lower readers will have difficulty."

Pedagogy

The teacher-reviewers ranked this area lowest among the four categories for all of the 14 approved programs. This may be partially due to one group of reviewers not having access to the teacher's guide. Those who did review the guide thought it was adequate, but a few wanted some extras.

"Teacher's directions are complete and well done. . . . Clear, obtainable objectives were provided for all lessons."

"Lacks suggested homework assignments. . . [and] is weak in activity ideas that hold the students' attention."

"It would be nice to have worksheets."

"Somewhat repetitious in types of activities."

Evaluation Summary

Free Enterprise in America received a thumbs up for attractiveness. The teacher-reviewers felt its style and format would appeal to middle level students. They also appreciated the way the text involved people in its content. No bias was noted. Most felt the economic content was accurate and presented a positive view of American values. Some criticized the teacher's guide for lack of complete teacher directions and clear, obtainable objectives. Criteria in this area may have suffered lower scores because one of the groups of teachers did not receive copies of the guide in time for their evaluation.

However, the main—and most damaging—criticism resulted from the dated nature of the text. No doubt any

textbook published in 1977 would have suffered a similar fate. There are specific points in the text where the narrative and graphics present an out-of-date picture of the system.

Seven teacher-reviewers said they would recommend the text without reservation, six said they would recommend it with reservations, and one would not recommend it unless the publisher could update the content. A spokesperson for HBJ said it had no current plans to do so.

Free Enterprise in America

Evaluation Summary

Attractiveness	89
Ease of Use	69
Teacher Directions	59
Equity	87
Accuracy of Content	77
Economic Reasoning	83
Economic Values	84
Stimulates Curiosity	72
Relates to Students	68
Involves People	91
Abstract Reasoning	76
Teaching Techniques	60
Clear Objectives	52
Involves Students	64
In-Depth	60

(Maximum 100)

Consumer Action: Personal Business Management

Authors: *John S. Morton and Ronald R. Rezny*

Publisher: *Houghton Mifflin Company*

Copyright Date: *1986*

Evaluation

Product Characteristics	*****
Economic Content	****
Middle School Focus	***
Pedagogy	***

Teacher Recommendations

Recommended	8
Recommended w/ Reservation	3
Not Recommended	4

Materials

Consumer Action includes a 532-page hardcover student text, a 160-page softcover student workbook, and a 137-page softcover teacher's manual. With a stated goal of producing informed consumers and wage-earners, the textbook is organized into 29 chapters in 8 units. Workbook exercises focus on vocabulary, factual understanding, and a variety of skill-building projects and problem-solving activities.

The teacher's manual provides background information, objectives, suggestions for teaching, and answers to the exercises and activities in the text. It also includes 15 transparency masters for worksheets and handouts, a set of 8 achievement tests and a final examination.

Content

The authors of *Consumer Action*, both high school teachers, developed this consumer economics text to "help students learn the skills needed to survive and prosper in the marketplace."

While *Consumer Action* includes major economic concepts and principles, it does not attempt to cover all economic concepts. Students deal with basic, everyday economic activities involving budgeting, banking, and buying—with consumer protection strategies highlighted. They learn the in's and out's of credit, focusing on "plastic money" and loans. The authors devote an entire unit to purchasing a car. Housing, as it relates to renting and buying, and savings and investment concepts are also the subjects of separate units. The text concludes with the broader economic role of government, especially its taxing, spending, regulating, and measuring activities.

Features

Each chapter of *Consumer Action* opens with "Is it true . . .?" questions to stimulate student interest. Case studies about the economic aspects of consumer issues are intended to promote inquiry, discussion, and critical thinking. The chapters include a "Check Your Understanding" review after each topic. Each unit contains a separate section called "The Big Picture," including information and activities teachers can use to broaden inquiry into related social, political, and economic issues.

Teacher Evaluations

Product Characteristics

The teacher-reviewers praised *Consumer Action* highly for its design and ease of use. Most liked its orientation toward people and everyday affairs. Some felt it could use a glossary for vocabulary support. Most agreed it handled consumer issues well, but some disagreed about its handling of equity considerations.

"Nice cover; easily read; use of green pages to signify student activities is good."

"Women, minorities appear to get equal positive treatment. Few handicapped, rural, or older people are represented."

"Offers everything a teacher might need; overview, objectives, and directions are clearly stated."

"A very people-oriented text."

Economic Content

Most teacher-reviewers thought *Consumer Action* treated economic content accurately, although the emphasis was more on individual choice and decision-making than on the values underlying the system. Many thought this was a positive aspect of the text—especially where their students were concerned—since individual economic choices reflect positively the values underlying the U.S. economic system.

"The text questions are mostly on the literal level, but the [teacher's guide] does include an additional section for most chapters that does encourage economic reasoning."

"Does not deal directly with economic concepts so much as it focuses on consumer issues."

"The best text I've seen in this area."

"Goes from [the] 'small' to [the] 'big' picture, extending lessons logically to relate them to other social and political issues."

Middle School Student Focus

While most teacher-reviewers thought the materials related more to the interests, experience, and abilities of high school rather than middle school students, they liked the consumer focus and people-orientation.

"Buying a house, grocery shopping and car insurance are all pertinent economic topics, but they may be more appropriate for high school."

"Clearly centers on people, people's problems related to economics and their decisions; definite stress on people."

"Develops critical thinking toward economic concepts."

"Some of the concepts are right on. Most are too abstract. Middle school students are interested in examples that relate to them. This text is more suited to high school."

Pedagogy

In general, the reviewers liked the variety of instructional techniques in *Consumer Action*. Most also considered the curriculum objectives to be clear and attainable—although perhaps overly ambitious in some chapters (Chapter 17 features 13 objectives, for example) and overly consumer-oriented throughout. The latter seems to have undermined reviewer support, with several pointing out that this text limited students to dealing mainly with consumer issues when it could have heightened their awareness of the American free enterprise system.

"Objectives are very worthwhile and extensive, within the intent and framework of this 'Consumer Guide' volume."

"Well-presented, interesting materials. The section in the teacher's manual which described teaching methods is especially helpful."

"Student involvement is the central emphasis of this material!"

"If providing a 'Guide for the Consumer' was the objective of this volume, then it is an unqualified success. If its purpose was to explain the American economic system, it falls well short of the goal."

Evaluation Summary

Consumer Action, written by high school teachers, seems more appropriate for high school and older students, according to the middle school teacher-reviewers. They felt it had limited value at the middle school level since its content would appeal more to yearnings than current experience. They also believed the text was more fitting for consumer education than economic education and rejected its use as a primary resource for a traditional economics unit. While eight teacher-reviewers recommended middle school use of *Consumer Action* without reservation, three recommended it with reservations, and four did not recommend it. The latter mainly believed the curriculum was more appropriate for a high school consumer economics course.

Consumer Action: Personal Business Management

Evaluation Summary

Attractiveness	80
Ease of Use	84
Teacher Directions	91
Equity	87
Accuracy of Content	80
Economic Reasoning	84
Economic Values	80
Stimulates Curiosity	73
Relates to Students	73
Involves People	89
Abstract Reasoning	75
Teaching Techniques	79
Clear Objectives	84
Involves Students	75
In-Depth	69

(Maximum 100)

Economics: It's Your Business

Author: *Henry Billings*

Publisher: *New Readers Press*

Copyright Date: *1986*

Evaluation

Product Characteristics	****
Economic Content	*****
Middle School Focus	***
Pedagogy	***

Teacher Recommendations

Recommended	9
Recommended w/ Reservation	4
Not Recommended	2

Materials

Economics: It's Your Business includes a 144-page softcover textbook, a 94-page workbook, and a 16-page teacher's guide. The text is organized into seven units of 3 to 6 chapters for a total of 27 chapters (each about four pages in length). The consumable student workbook includes self-test questions, activities for further development of the concepts presented in the chapters, new skills to learn (such as reading a bar graph), and "Think About It" questions relating concepts to students' experience. The teacher's guide provides objectives for each chapter, vocabulary, keys to the workbook self-tests, and guidelines for discussion of the "Think About It" questions.

Content

Designed for remedial readers or English as a Second Language classes (grade 5 reading level), the content is intended to interest students at and above grade 7. Each chapter begins with a focus on vocabulary and proceeds through concept development. At the end of each chapter, "New Skills to Learn" are intended as enhancements for students to use in their daily lives outside the classroom (determining compound interest, for example). In addition, "Think About It" questions can be used to spark classroom discussions or essays.

The student workbook includes multiple-choice and true-false quizzes for vocabulary and factual recall. Each chapter includes activities that focus on data interpretation and skill development. The teacher's guide includes a list of instructional objectives for each unit (but not each chapter), a vocabulary list for each chapter, answer keys, and short discussions of the "Think About It" questions.

Features

The teacher's guide says the program goal is to provide students with three levels of achievement—*knowledge, understanding, and appreciation.* The textbook and workbook are coordinated in format to provide visual appeal. They include frequent headings and sub-headings, short blocks of text, photographs, cartoons, charts, and red highlighting for emphasis. There are no specific expansion activities for carrying the students beyond the workbook activities (except for general advice in the preface—for example, to encourage students to read economic news in the newspapers). Thus, teachers would need to develop their own such activities.

Teacher Evaluations

Product Characteristics

Teacher-reviewers commented on the attractiveness of the format, graphs, type style, cover, and illustrations. Appearance was clearly a plus for the student textbook and workbook. Most thought the teacher directions made the lessons easy to use, but a few believed they would need to do research to supplement the materials.

Most teacher-reviewers reported no bias in the materials, although one perceived a white middle-class emphasis, and another observed that most cartoon characters were male.

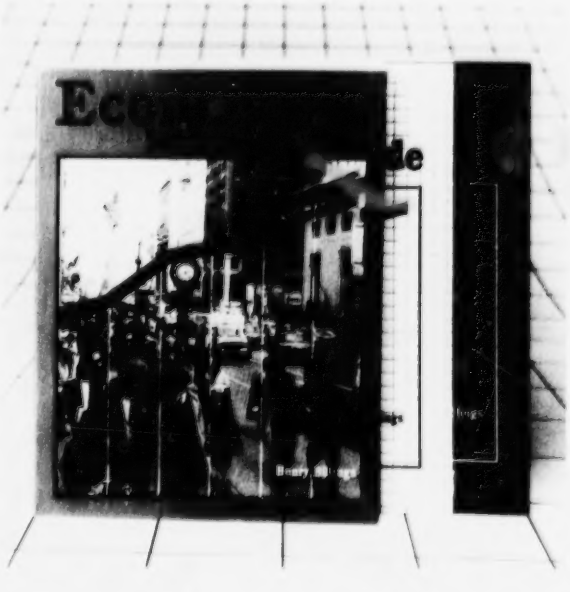
"Beyond the ordinary in appearance—striking!"

"Good coordination between text and workbook."

"Very complete directions to positively assist the teacher."

"More background information would be helpful. Much is taken for granted [regarding] teacher expertise."

"Could have more women and minorities pictured in latter part of book."



Economic Content

Teacher-reviewers were almost unanimous in giving the economic content of the program high marks, ranking *Economics: It's Your Business* the highest of the 14 approved programs. They appreciated the concepts that were emphasized, the order of concept presentation, the development of specialized vocabulary, and the encouragement of higher level (critical) thinking.

"Excellent use of economic concepts and generalization[s] for . . . middle grades."

"Good supply-and-demand information for the urban student."

"Excellent activities and lessons on competition, profits, free enterprise, etc."

"Economic conflicts, awareness of economic choices and personal decision-making are identified."

"Price, competition, rights of workers—all the essentials of the free enterprise system are accurately discussed."

Middle School Student Focus

Teacher-reviewers did not agree about the appropriateness of the material for middle school students. Most thought the program would appeal to young adolescents, but some commented that it was above their level and would be more useful at the high school level.

"A bit complex and abstract for most middle school students."

"Material would need to be scaled down and simplified in many cases."

"Difficulty level may stifle middle school curiosity."

"Early lessons seem about right for middle school. Later ones not so much so."

Pedagogy

Most praised the statements of objectives at the beginning of the units in the teacher's guide. A few teacher-reviewers commented that too many of the activities were merely paper and pencil exercises, and there weren't enough hands-on activities.

"Though the format for each chapter is basically the same, the activities students are asked to perform are very varied."

"[Objectives are] presented in an excellent fashion—good for teacher [with] limited background."

"Covers a wide range of topics with little in-depth instruction on the topics."

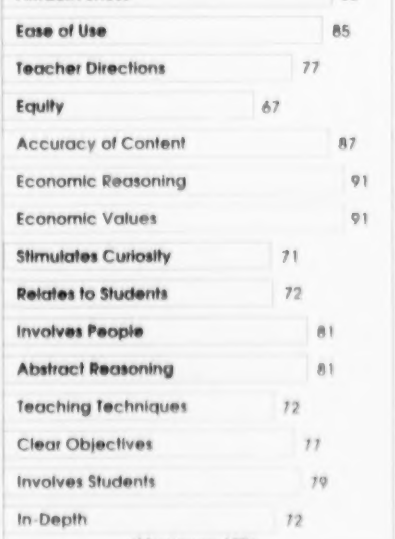
Evaluation Summary

Economics: It's Your Business was ranked fourth among the 14 sets of materials by the teacher-reviewers. It received high ratings for attractiveness and somewhat lower for equity considerations. Most teacher-reviewers praised the visual attractiveness of *Economics: It's Your Business*. The attractive format, coordination between the text and workbook, clear instructional objectives, treatment of vocabulary, selection of concepts, and logically organized lessons appealed to them. Only one thought the units were boring. A few disliked the idea of having to develop their own extension activities.

The teacher-reviewers disagreed about the appropriate level of the materials. Some thought the program more appropriate for a higher grade level. Most would recommend the program (nine without reservation and four with reservation), but two would not recommend the program for use at middle school level at all.

Economics: It's Your Business

Evaluation Summary



Economics Today and Tomorrow: Enterprise Edition

Author: *Roger LeRoy Miller*

Publisher: *Scribner Educational Publishers / Macmillan Publishing Company*

Date: *1984 (1988 edition released as Scribner Economics)*

Evaluation

Product Characteristics	****
Economic Content	****
Middle School Focus	*
Pedagogy	**

Teacher Recommendations

Recommended	4
Recommended w/ Reservation	6
Not Recommended	5

Materials

Economics Today and Tomorrow: Enterprise Edition includes a 466-page hardcover student textbook and a softcover teacher's manual. The student text features six units divided into 21 chapters, with a glossary of economic terms and an index at the end. The teacher's manual features 137 pages of teaching suggestions, followed by a section presenting 43 skills worksheets and 21 chapter tests (with answer keys).

Content

Each unit of the student text focuses on a major theme in economics, opening with a two-page spread with a brief overview of its content supported by a montage of color photographs. After the introductory unit, the text addresses

the following topics: "Practical Economics: How Theory Works For You;" "Markets, Prices and Business Competition;" "American Business in Action;" "Managing the Nation's Economy;" and "The International Scene." The teacher's manual supports the textbook with a teacher's reference library and a list of audio-visual materials. Of particular interest to middle school teachers are extension activities sprinkled generously throughout the teacher's manual.

Features

Economics Today and Tomorrow: Enterprise Edition has the goal of clarifying to students how the American economic system operates in the real world. The author says, "The purpose of this real-world approach is to take economics out of the classroom and show students how it works in their daily roles as present and future employees, employers, savers, investors, consumers, and citizens."

Such a practical approach should not be confused with consumerism, he cautions. Consumerism is the basis of only one unit of the text; the five other units are dedicated to what the author calls the central issue of economics: decision making. Each unit concludes with a special feature called "Issue," which explores an especially pertinent concept related to the unit theme.

Teacher Evaluations

Product Characteristics

Most teachers-reviewers appreciated the quality of the printing that went into this textbook. They especially liked the generous use of color photographs throughout and the color coding that provided students with an easy-to-follow format. However, the small print and apparent crowding of pages reduced their overall evaluation score.

"The pages are rather crowded with text. There are some good illustrations."

"This is not a 'person'-oriented text."

"The photos seem especially fair to all groups. The activities also appear equitable."

"Good, legible type. Vocabulary on the page to assist . . . students with definitions. Excellent photography."

Economic Content

The teacher-reviewers mostly supported the text's presentation of the American economic system. They liked the methods and materials involved and believed the reasoning and values taught would be appreciated by most teachers—but not necessarily understood by all students.

"The book assumes that the reader is new to . . . economics. Nothing is taken for granted."

"'Discussing Economic Questions' seems developed to encourage higher level thinking skills."

"Different from most other texts—practicality first, theory second."

"Many opportunities for students to predict and explain human behavior. Students are challenged to apply the learnings."

Middle School Student Focus

The majority of teacher-reviewers found *Economics Today and Tomorrow: Enterprise Edition* too difficult for middle school students. They placed the text at the high school level and above. A few thought above average middle school students could handle parts, but most felt it lacked "activity-oriented" exercises for middle school students.

"This is a high school text which might be even better suited for college. It is dry and concentrates almost entirely on vocabulary development."

"Within the framework of a basal text, this one is pretty interesting. Some of the content . . . [is] more appropriate for a high school text."

"The average middle school student would find it hard to relate to this material; doesn't seem geared to this age group."

"It is not appealing now to the middle school student."

"Most examples and [illegible] are not written at the middle school student's level."

Pedagogy

The teacher-reviewers generally gave a positive response to the teaching methods. [illegible] apparent lack of mid[illegible] tion a drawback a[illegible] much material w[illegible] so that they thought it could have been the basis for a high school adult or college level course. Many felt the program provided a full spectrum of teaching strategies, even going so far as to suggest the level of difficulty for various student activities. No matter how fine its teaching strategies, the text failed to win overall support for use in the middle grades.

"Several of the chapters could be good resource material for teachers to broaden their own understanding of economics."

"While I personally like this text and would find it very helpful in my classroom, I believe it is too advanced and detailed for a middle school curriculum."

"Very complete. Teachers' strategies are labeled according to difficulty, which is very helpful."

"Incorporates many approaches: problems approach; case study; simulations; inquiry/discovery; etc."

"Too many economic concepts are introduced. Middle school students need a clearer undertanding of a few."

Evaluation Summary

The teacher-reviewers gave *Economics Today and Tomorrow: Enterprise Edition* a mixed review based mainly on the text's lack of appropriateness for middle school students. One teacher reported that the students were not able to handle the academic load. Teacher-reviewers found the textbook very attractive, the methods sound and "teacher friendly," and the extension activities appealing. But it was not enough to change their over-all reaction: it would not appeal to their students. Only four teacher-reviewers recommended the text without reservation; six recommended it with reservation (generally for advanced students); and five would not recommend it for use with middle level students.

Economics Today and Tomorrow: Enterprise Edition

Evaluation Summary

Attractiveness	87
Ease of Use	73
Teacher Directions	77
Equity	81
Accuracy of Content	84
Economic Reasoning	80
Economic Values	81
Stimulates Curiosity	53
Relates to Students	53
Involves People	73
Abstract Reasoning	72
Teaching Techniques	75
Clear Objectives	81
Involves Students	68
In-Depth	64

(Maximum 100)

Teaching About the Consumer and the Global Marketplace

Author: *Bruce Koranski, Editor*

Publisher: *Center for Teaching International Relations*

Copyright Date: *1985*

Evaluation

Product Characteristics	★★★
Economic Content	★★★
Middle School Focus	★★★★★
Pedagogy	★★★★★

Teacher Recommendations

Recommended	11
Recommended w/ Reservations	4
Not Recommended	0

Materials

Teaching About the Consumer and the Global Marketplace is a teacher's collection of activities for involving students in economics. The 211-page softcover book resulted from a project sponsored by the U.S. Office of Education and carried out by the Center for Teaching International Relations at the University of Denver. Sixteen teachers from 7 school districts in Colorado took part in the project, along with freelance and project staff support. The activities they developed range across grades 4-12, with three for students below grade 7, three for students above grade 9, and the rest for students at or above the 7th grade. The first 104 pages, printed on blue paper, contain the activities and the 25 removable activity cards. The last half of the book is printed on plain white paper for copying as handouts. There is no glossary or index.

Content

Teaching About the Consumer and the Global Marketplace is organized into four units of 29 activities: "Me As a Consumer," "Consumers and the Government," "The Consumer: Past, Present, and Future," and "The Consumer and the World." The units are supported by 25 half-page activity cards and 37 handout masters, all perforated for easy removal. The activities are recommended for use in courses involving consumer skills, social studies, consumer math, business, English, home economics, and modern problems. Most activities are intended to take one or two class periods, although many could take more.

Features

Teaching About the Consumer and the Global Marketplace highlights consumer issues with an *international* perspective. The text's goal is to help students understand how international economic forces affect everyday consumer activities. The teaching strategies focus on the economic interdependence among nations. Each activity involves students in a hands-on experience that challenges them to resolve a typical current or future consumer problem.

Teacher Evaluations

Product Characteristics

Most teacher-reviewers liked the format of *Teaching About the Consumer and the Global Marketplace*. Some criticized the typewritten style and lack of photos, but most thought teachers would like the easy-to-remove activity cards and handout pages. They also appreciated the freedom to choose among the parts—without worrying about their order.

"Simple formats, typeface and type size good. . . . Convenient perforations on activity cards."

"Nice, attractive format—use of two colors of sheets to [distinguish] handouts from instructions is good."

Middle School Student Focus

Most teacher-reviewers thought *Teaching About the Consumer and the Global Marketplace* would be interesting to middle school students. Several noted the age-appropriateness of the subject matter and felt the activities would immediately tap their curiosity. A few felt the materials would benefit average and above average students more than less able students.

"No bias is obvious. There are no photographs or body of information to read."

"Most of the material does not have to be used in the order it is presented in the book—a definite plus."

Economic Content

The teacher-reviewers generally thought the economic content would reach middle school students. Most approved of the book's concentrating on a few topics—and doing a good job of relating the free enterprise system to the rest of the world. The only notable criticism centered around its focus on consumer issues rather than broader economic concepts.

"An exceptional amount of economics vocabulary is used and stressed throughout the book. Students can grasp concepts after reinforcement of the vocabulary."

"The economic concepts are clearly explained or outlined."

"The students will benefit by developing more consumer awareness. Broader economic focus, however, is not likely to result."

"The de-briefing and further activities portion of each activity is designed to increase reflective thinking skills. . . . There is an economic value behind each activity."

"I feel the material deals with today's student in today's world in a middle school classroom."

"I was particularly pleased with the grade level appropriateness, time, and materials stated with each activity."

"Activities center around people and things people do—definite emphasis on people in the economy."

"The materials are interesting enough to get their attention and encourage transfer of knowledge."

"Some of the activities cannot be used with the lower-level students, yet can be challenging for others."

Pedagogy

Both the methods and materials won praise from a majority of the teacher-reviewers. They liked the student-centered approach and felt the activities would be fairly easy to teach. A few thought additional input might be necessary to counter possible frustrations with some of the activities that may be beyond the experience of middle school students. A few also felt the time required for some activities might be more than was normally available.

"Wide variety of activities—creative and imaginative."

"For once, I feel the material stimulates the teacher to get involved in teaching because of its clear objectives; readily usable materials; and encouragement to add, change, or delete materials."

"Individual and group activities [provide] variety. Sharing experiences can many times expand the knowledge of students."

"Many of the activities outlined go beyond the ability of the average middle schooler."

Evaluation Summary

All 15 teacher-reviewers recommended *Teaching About the Consumer and the Global Marketplace* as supplemental material—11 without reservations and 4 with reservations. They liked the flexibility of the perforated pages, although some felt that very flexibility limited its re-use. A few faulted it for lacking a glossary of economic terms but ranked its economic content uniformly high. Many liked the way the content focused on problems faced by middle school students in their everyday lives. Most felt it would be fairly easy to integrate into the regular curriculum. There were few serious criticisms of the program: the main one was that its consumer education orientation might not appeal to all teachers.

Teaching About the Consumer and the Global Marketplace

Evaluation Summary

Attractiveness	68
Ease of Use	83
Teacher Directions	88
Equity	68
Accuracy of Content	69
Economic Reasoning	81
Economic Values	79
Stimulates Curiosity	87
Relates to Students	83
Involves People	85
Abstract Reasoning	83
Teaching Techniques	95
Clear Objectives	84
Involves Students	85
In-Depth	73

(Maximum 100)

Money, Banking, and the Federal Reserve System

Authors: Robert Reinke and Bruce Jasper

Publisher: Federal Reserve Bank of Minneapolis

Copyright Date: 1982

Evaluation

Product Characteristics	***
Economic Content	***
Middle School Focus	*
Pedagogy	****

Teacher Recommendations

Recommended	5
Recommended w/ Reservation	6
Not Recommended	3
No Recommendation	1

Materials

Money, Banking, and the Federal Reserve System has the right credentials. It was developed by the Federal Reserve Bank of Minneapolis. The materials—six separate units and a 14-page instructor's guide—come in a 10 x 13-inch envelope. Each unit is a color-coded, self-contained folder, with the teaching directions printed on the inside cover pages. A flap holds the masters for activity worksheets, readings, and transparencies.

Content

The six sections of *Money, Banking, and the Federal Reserve System* include: "Money;" "Financial Institutions: Services and Functions;" "The Federal Reserve System;" "How the Clearinghouse Works;" "How Depository Institutions Create Money;" and "How Monetary and Fiscal Policies Work."

The teacher's directions in each folder consist of: 1) expected student outcomes, 2) the strategies used, 3) the probable class time required, 4) a list of required materials, and 5) instructions for conducting the activity. The instructor's guide features an overview of the program, a two-page glossary, some economic background information for teachers, additional reference materials (for both students and teachers), and the answer keys.

Features

The first edition of *Money, Banking, and the Federal Reserve System*, published in 1978, was used by 55,000 educators across the country. Their feedback resulted in the publication of the second edition, used in this study. The focus of the program is an introduction to the concepts of money and banking in relation to the supervisory and financial service responsibilities—and economic policies—of the Federal Reserve System. The program gives special attention to government policies that promote an efficient and healthy economic system. The instructor's guide cautions against the use of the monetary and fiscal policies unit with younger students.

Teacher Evaluations

Product Characteristics

The teacher-reviewers thought the program would be easy to use in a classroom. The nature of a folder seemed overly "adult" to one teacher, but most felt the materials would be fairly easy to manage in the classroom. No obvious bias regarding equity considerations was noted. For the most part, the evaluators judged the package to be very attractive. The ability to choose the order in which to teach the various topics also appealed to some.

"Very easy to use and to manage in any classroom—only special equipment would be overhead projector and copy machines."

"These loose sheet folders are easy to read, provide plenty of space for student work and clear, attractive diagrams that frequently include people figures."

"All groups seem to be fairly treated."

"Materials can be used in any sequence."

"The print, layout, and graphic aids were excellent."

Economic Content

The teacher-reviewers liked the program's focus on a limited set of related economic topics. They thought the authors dealt with each topic fairly and consistently.

Most felt the materials would be excellent if used to supplement a regular economics unit, since students could venture beyond the general concepts of money and banking. They felt the materials supported a positive view of the American free enterprise value system. They also thought the program would lead students to higher levels of thinking.

"I'm impressed with the clarity and completeness of these instructions and examples."

"There are questions that require the students to transfer learning to their world."

"Definitions of monetary terms are explained simply, thoroughly, and accurately. . . . Questions challenge the students' thinking skills."

"American economic values are dealt with throughout."

Middle School Student Focus

Most teacher-reviewers felt the materials did not directly relate to middle school students. Only a few thought the concepts were age appropriate. Although they liked the way the materials led students from the concrete to the abstract, the majority thought the program would be better suited to high school students and above-average or gifted middle school students.

"The middle school students will find little to relate to here."

"The emphasis seems to be more on institutions than on the roles of people in them, though the roles of people are included."

". . . Attests to the authors' design to proceed from concrete to abstract. Activities are arranged to increase logical reasoning."

"Material is too difficult without a firmer foundation for middle school students."

Pedagogy

The teacher-reviewers liked the variety of methods and materials available in *Money, Banking and the Federal Reserve System*. Most appreciated the way it limited its focus to six subjects. Although many felt the subject matter was over the heads of the average middle school student, they thought the authors did a fine job of offering activities (such as games and simulations) in an apparent attempt to reach less able students.

"Uses interesting and varied instructional techniques."

"Many activities require prior teacher educational preparation."

"Students have the opportunity to practice the concepts learned. A good hands-on set of activities."

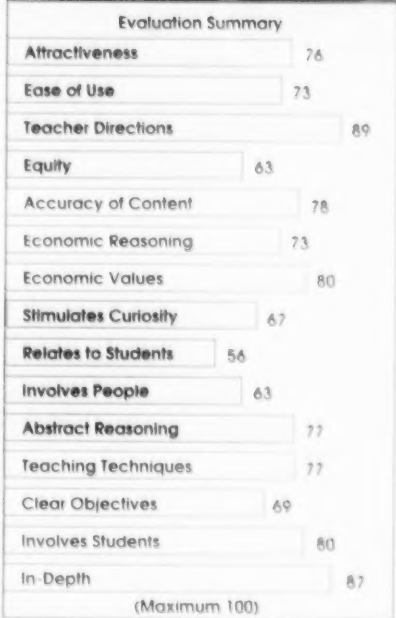
"Should be used to supplement a regular economics program at some grade level in the middle school."

Evaluation Summary

The teacher-reviewers thought that *Money, Banking and the Federal Reserve System* offered an attractive selection of supplemental economics materials. They felt the materials would be easy to use in the classroom and liked the flexibility of the folders. Most thought the teacher directions were well organized and thorough, and that the program provided many opportunities to stretch student thinking to higher levels. However, few thought the program matched the interests of middle school students. The greatest drawback seemed to be the content, which was judged as too abstract and removed from the life experiences of young adolescents. Only five evaluators recommended the program without reservation; six recommended it with some reservation; and three did not recommend the program for use with the middle grades. One teacher-reviewer did not evaluate the program.

Money, Banking, and the Federal Reserve System

Evaluation Summary



Strategies for Teaching Economics: Junior High School Level

Author: Ronald A. Banaszak and Elmer U. Clawson

Publisher: Joint Council on Economic Education

Copyright Date: 1981

Evaluation

Product Characteristics	***
Economic Content	****
Middle School Focus	***
Pedagogy	*****

Teacher Recommendations

Recommended	10
Recommended w/ Reservations	5
Not Recommended	0

Materials

Strategies for Teaching Economics: Junior High School Level is a 112-page softcover teacher resource manual containing ten economics lessons which can be used to add economics to a variety of middle school social studies courses. It begins with a brief content overview and rationale for teaching economics in the middle level grades. A complete case study on the U.S. shoe industry is included. Each lesson contains all the materials and information needed to teach the activity: time required, major concepts, instructional objectives, rationale, suggested adaptations for various courses, materials, recommended procedures, evaluation, and handout masters. At the back of the book are a set of tests and an appendix, including supplementary reference materials for students and teachers, as well as a student glossary.

Content

Strategies for Teaching Economics: Junior High School Level is one of a set of instructional guides making up Part II of the *Master Curriculum Guide in Economics for the Nation's Schools*. The Joint Council on Economic Education (JCEE) published the series to encourage schools to develop an economics curriculum. The guide includes ten discrete lessons that treat major economic concepts such as scarcity, productive resources, and economic growth. Other lessons include simulations ("Arctic Survival") and games ("The Game of Barter") to help students explore concepts such as interdependence and exchange. The eight-lesson case study unit, "The Story of Shoes," is intended to provide students with opportunities to examine issues, develop hypotheses, and formulate conclusions.

Features

Strategies for Teaching Economics: Junior High School Level features JCEE-recommended methods for teaching economics at this grade level. The authors do not claim the program is complete. Instead, they intended the materials to show teachers how to make economics a vital part of the curriculum. They suggest methods and materials as "starting points" for teachers.

Teacher Evaluations

Product Characteristics

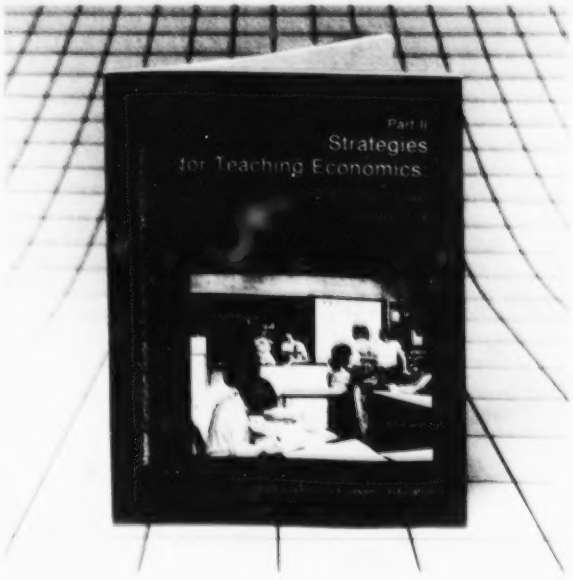
Teacher-reviewers appreciated the clarity of the teacher directions and the over-all style of the lessons. No obvious bias was noted. The teachers disagreed on the ease of duplicating the materials, but applauded the use of background information (for students) to encourage active participation in learning.

"Terrific—everything needed is listed."

"Complete step-by-step directions are given for each lesson."

"Some of the simulations are complicated, but their value is worth it."

"Not a lot of chances to show equity. Story of shoes portrayed men and women equally."



Economic Content

Most teacher-reviewers thought *Strategies for Teaching Economics: Junior High School Level* included an excellent selection of economics topics—no less than they would expect from the JCEE. They liked the way it involved students—without requiring heavy preparation for teachers. Many thought it fulfilled its purpose as a fine teacher's resource.

"Put out by this group—how could the concepts not be accurate?"

"Several activities challenge the students to reason beyond the factual level; opportunities to practice reasoning are available."

"Many of the cartoons encourage reflective thinking, but most other activities are fairly literal."

"Tells it as it is!"

Middle School Student Focus

The majority of teacher-reviewers thought the materials appropriate for middle school students. Most thought the lessons would actively involve students, but some would have preferred the content be updated for a closer match with student interests today.

"Seems just right for this age level."

"Situations relate to people and businesses. . . . Learning activities have concrete examples."

"The design of the activities would certainly stimulate students' desire to know more about economics."

"Some content is very appropriate for middle schoolers, but some is not. For example, I would like a more 'teenage' topic for market operations than wheat."

Pedagogy

The majority of teacher-reviewers greatly appreciated the quality of this teaching resource. They liked its clear and complete teaching directions. Most applauded the variety of techniques used, as well as the student-centered methods involved.

"This guide provides a good foundation of economics lessons and activities without trying to be the only book a teacher uses."

"Good activities varying in technique, well thought-out lessons, and clearly stated goals and objectives."

"An excellent resource. Best used in conjunction with other materials, but a talented economics teacher would find these materials a great springboard to take off in lots of directions."

Evaluation Summary

The clear emphasis on middle school students in *Strategies for Teaching Economics: Junior High School Level* won over a majority of the teacher-reviewers. They found the lessons well written and carefully organized and felt the lessons sensitively applied to subjects of interest to middle

grade level students. They noted that many lessons required students to participate actively in the learning process and use higher level thinking processes. All said they would recommend the book—two-thirds saying they would do so without any reservations, while the rest said they would do so with reservations.

Strategies for Teaching Economics: Junior High School Level

Evaluation Summary

Attractiveness	71
Ease of Use	77
Teacher Directions	93
Equity	66
Accuracy of Content	84
Economic Reasoning	83
Economic Values	79
Stimulates Curiosity	73
Relates to Students	65
Involves People	84
Abstract Reasoning	73
Teaching Techniques	88
Clear Objectives	84
Involves Students	88
In-Depth	83

(Maximum 100)

Economics for Kids: Ideas for Teaching in the Elementary Grades

Author: *Mark C. Schug*

Publisher: *National Education Association and Joint Council on Economic Education*

Copyright Date: *1986*

Evaluation

Product Characteristics	★★★
Economic Content	★★★★
Middle School Focus	★★★★
Pedagogy	★★★★

Teacher Recommendations

Recommended	8
Recommended w/ Reservations	6
Not Recommended	1

Materials

Economics for Kids: Ideas for Teaching in the Elementary Grades packs a lot of economics in a slender volume of 64 pages. This 6 x 9-inch softcover book needs only four chapters to deliver some key economics teaching concepts. Starting with a strong background chapter, it goes on to lead teachers through a series of 15 lessons, 4 simulations, and a local community study involving guest speakers, field trips, and interviews by students.

Content

The author starts by explaining how students develop an understanding of economic concepts. Calling his book a "starter kit," he suggests that teachers accommodate their teaching to the different levels of cognitive development that students bring to the study of economics. Most of the first chapter offers general guidelines for including economic activities in the curriculum. The second chapter, "Ideas for Teaching," presents 15 practical lessons in economics. Each lesson provides a brief background for the teacher in a particular economic concept, then explains the specific elements in the instructional design, including goal, level, teaching activity, and procedure. The lessons deal with such economic concepts as scarcity, opportunity cost, supply and demand, and the factors of production. Chapter 3 argues the pros and cons of using simulations in the classroom and provides directions for running four simulations. The book concludes with suggestions for using the local community as an economics resource and testing ground.

Features

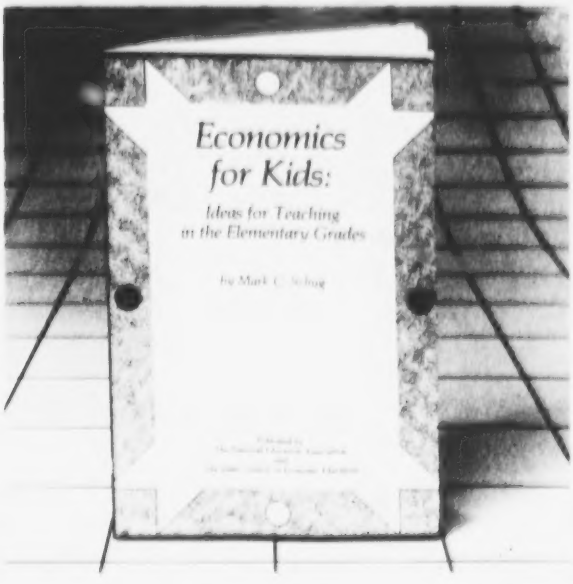
Published jointly by the National Education Association and the Joint Council on Economic Education, the book makes no attempt to provide comprehensive coverage. Instead, it suggests practical ways to integrate selected economic concepts into the existing social studies curriculum.

Teacher Evaluations

Product Characteristics

Economics for Kids was the highest ranked supplementary book in the evaluation study due to the uniformly high ratings assigned by the teacher-reviewers on nearly all of the criteria.

Most of the teacher-reviewers praised *Economics for Kids* for its usefulness to teachers with little or no background in economics. Their main complaint was its lack of supportive teaching materials. Many pointed out that teachers do not have the time needed to create supportive materials. They had to prepare their own worksheets because the materials carried over from page to page and the small page size made copying difficult. In general, they considered the content appropriate for their students. Some felt the book could have used a glossary.



Middle School Student Focus

Two of the teacher-reviewers appreciated that most of the activities in *Economics for Kids* were intended for younger elementary students. Most teacher-reviewers felt their students would find it interesting, and they gave it high marks for stimulating learning and incorporating the ideas of students. Only a few felt it might be a bit too basic for older middle school students.

"Excellent . . . compact. My favorite classroom resources are similar in design. . . ."

"Attractive, easy to read. . . . [But] all of the materials for student use must be done over in order to be usable. . . . Too small in the book to reproduce."

"Very thorough directions; includes listing of materials needed to do activities. . . . No obvious bias."

"Photos are not used, but the content of the activities addresses a variety of ages, sexes, and occupations, etc."

Economic Content

Most of the teacher-reviewers thought the author covered important economic concepts in a way students could easily grasp.

"Provides some good lessons for the introduction of the basic concepts students need in the beginning stages of economic literacy."

"Definitely stresses our system."

"No glossary of terms is included for the students or teacher. Concepts are accurately explained in each lesson, but nowhere is there a concise definition."

"Excellent follow-up activities are suggested to take the student beyond the initial learning."

"Many of the activities center on decisions being made by individuals or groups—and how the student is a part of the economic process."

"There was a real attempt to work the lessons around ideas of interest to younger students."

"Children and their families are actively involved. This is great for the urban child [who] has an identity problem."

"Both teacher and students are not likely to forget this aspect [involvement of people in the economy] when they get through the book."

Pedagogy

The area of teaching methodology got the highest praise from the reviewers. They seemed to favor the active involvement and simulations suggested in the second and third chapters—even while some considered the time involvement too high.

"Students can take an active part in surveys and other class participatory lessons. Some children are afraid to tackle problems. But they don't mind helping a group of peers!"

"This booklet could be of value to a teacher who has never taught economics before. It is not threatening. . . . I would use many of the lessons with my basic 8th graders!"

"Each lesson contains an obtainable goal. . . . Every activity involves active participation through the students' experiences."

"All activities suggested in this guide are designed for total student involvement. . . . Deals with the basic concepts to be taught in economics; no 'excess baggage.'"

Evaluation Summary

Teachers judged *Economics for Kids* worthwhile even for novice teachers of economics. Most approved of the active involvement and simulations, but some thought teachers had little time to spare for such time-consuming activities. Others felt some teachers might have a personal aversion to using classroom time for simulations or might not be capable of bringing them off. Many believed middle school students would benefit from the materials, but some felt a few activities were geared more for elementary-level students. They agreed that the text would be easier to use in the classroom if it had support materials, such as a workbook. Eight teacher-reviewers recommended the program without reservation; six recommended it with reservation; and one did not recommend it.

Economics for Kids: Ideas for Teaching in the Elementary Grades

Evaluation Summary

Attractiveness	68
Ease of Use	71
Teacher Directions	86
Equity	80
Accuracy of Content	77
Economic Reasoning	84
Economic Values	79
Stimulates Curiosity	80
Relates to Students	84
Involves People	83
Abstract Reasoning	76
Teaching Techniques	85
Clear Objectives	80
Involves Students	89
In-Depth	71

(Maximum 100)

Economics Today

Authors: *James B. O'Neill and Ronald A. Banaszak*

Publisher: *USA TODAY and Foundation for Teaching Economics*

Copyright Date: *1986*

Evaluation

Product Characteristics	**
Economic Content	***
Middle School Focus	***
Pedagogy	***

Teacher Recommendations

Recommended	6
Recommended w/ Reservations	6
Not Recommended	3

Materials

Economics Today is a 64-page, 8-1/2 x 11-inch softcover teacher's guide to help students explore the pages of *USA TODAY* to learn how the U.S. economy works. Co-developed by the Foundation for Teaching Economics and *USA TODAY*, the guide has four guiding principles: 1) understanding basic economic ideas is more important than mastering factual knowledge; 2) instruction should focus on a limited set of economic ideas; 3) students should use systematic, objective analyses to organize their understanding of the economy; and 4) personal and social advantages derive from understanding economic issues that confront students.

The guide provides teachers with a series of lessons on eight economic topics designed to challenge students.

Content

Economics Today includes lessons on the following topics: "You and Our Economic System," "Creating Products in Our Economy," "People in Our Economy," "The Marvel of the Marketplace," "Money and Financial Institutions," "Our Government and the Economy," "The Global Economy," and "Our Economic Future."

Features

Each of the eight lessons includes a background essay for teachers on the economic content, expected student outcomes (objectives), vocabulary, classroom activities, and USActivity sheets (made from duplicating masters in the guide). At the end of the book is an "Idea Bank," providing additional activities for each topic.

Teacher Evaluations

Product Characteristics

The teacher-reviewers thought this newspaper-style approach to classroom instruction was more acceptable today than it may have been in the past. They liked the format of *Economics Today*, as well as the use of *USA TODAY*'s fine graphics. Although the newspaper features color photos and the teacher's guide was in black and white, most thought the guide very attractive. They disagreed about how much time it might take a teacher to prepare for each lesson, and a few thought the cost of obtaining newspapers for their classes would be prohibitive.

"All caps, darkened print, symbols, and interesting charts make this booklet very attractive. It's a 'slick' publication."

"No time segments, no concluding activities; explanations to teacher are good, but teacher would still have to do quite a bit of extemporaneous explanation and lecturing so students understand the concepts."

"Because the lessons require a newspaper that does not have content as predictable as a text, it requires more preparation on the part of the teacher. The preparation must be done after the newspaper comes out each morning."

"Excellent information for teachers and students. The worksheets are easily understood and are completed with a minimum of problems."

Economic Content

The teacher-reviewers thought *Economics Today* covered some areas of economics well. Although some pointed out the lack of a glossary for grouping the terms in one place for easy reference, they approved of the focus on vocabulary in each lesson. Many felt the materials reflected American values and challenged higher level thinking, but others felt the content was sometimes over the heads of their middle school students.

"Well done, except for the lack of a glossary."

"The language could be more simplified, considering the targeted groups."

"American values are indirectly identified—though not specifically as a group."

"Since all activities originate with the newspaper and proceed to

the economic concept, I would say the entire booklet is higher level thinking skills."

"Price, money, trade, etc. . . . Most of the fundamentals of the free enterprise system are included in this booklet."

Middle School Student Focus

The teacher-reviewers did not agree on this one. Some felt middle school students would not be excited by the newspaper content, while others felt their natural curiosity would entice them into current events—although perhaps for only a brief time. Most felt that the lessons encouraged students to reason abstractly.

"Students seem generally interested. Many receive the paper at home and share the articles with their parents."

"I do not feel 'average' middle school students could successfully use this material."

"The daily news content of USA TODAY is not likely to excite the average middle school student."

"The activities are interesting, perhaps because they involve 'current' issues."

Pedagogy

Just as with the question of student interest, the question of teaching methods drew mixed responsesrom the teacher-reviewers. Some praised the content of the lessons, but others were critical of the quick way teachers were expected to prepare (the morning of the newspaper's delivery). Some felt teachers would need a strong economics background to deal coherently with the "extemporaneous" content of a newspaper. Curiously, none commented on the quality of the essays provided as economics background readings for the teachers. Many felt the lessons could be better handled at the high school level.

"The eight lessons plus the 'idea bank' provide ample variety and scope for teacher plans."

"I honestly believe most middle schoolers could not attain the objectives stated using teacher lecture and lessons in this booklet. In other words, the goals are good but the methods are weak."

"Class discussions, along with group and individual activities, give variety to teacher and students."

"It requires far too much teacher preparation to guarantee student understanding and ability to do the exercises."

Evaluation Summary

The teacher-reviewers gave *Economics Today* a mixed review: six would recommend it without reservation, six would recommend it with some reservations, and three would not recommend it for use with middle school students. Much of the disagreement in recommending *Economics Today* surrounded the value the teachers placed on using newspaper-based curriculum materials for classroom instruction. Those who liked that approach gave higher ratings overall than those who did not. While a few teachers regarded the need to provide multiple copies of the daily newspaper and other materials as overly burdensome management problems, most did not.

Economics Today

Evaluation Summary

Attractiveness	76
Ease of Use	61
Teacher Directions	77
Equity	70
Accuracy of Content	73
Economic Reasoning	75
Economic Values	79
Stimulates Curiosity	72
Relates to Students	67
Involves People	83
Abstract Reasoning	79
Teaching Techniques	77
Clear Objectives	79
Involves Students	81
In-Depth	67

(Maximum 100)

In the Marketplace

Author: *Washington Council for Economic Education*

Publisher: *State of Washington Superintendent of Public Instruction*

Copyright Date: *1983 (New edition released in 1988)*

Evaluation

Product Characteristics	*
Economic Content	****
Middle School Focus	***
Pedagogy	***

Teacher Recommendations

Recommended	8
Recommended w/ Reservations	5
Not Recommended	0
No Recommendation	2

Materials

In the Marketplace was developed through the cooperative efforts of the office of the Washington State Superintendent of Public Instruction and the Washington Council for Economic Education. The 148-page, 8-1/2 x 11-inch softcover book contains 8 units covering 13 skill-based lessons. *In the Marketplace* is intended to be a basic literacy unit on the American economic system and to serve as a "sampler kit" to stimulate interest in teaching economics.

Designed to cover three weeks of instruction, sections of green and white pages alternate throughout the unit. The green pages contain the teacher's guide materials, providing teachers with an overview of each lesson, including the procedures, concepts, goals, materials needed, teaching directions, answer keys, and a short bibliography. The white pages are to be reproduced for students or used for transparencies.

Contents

In the Marketplace identifies the vocabulary and "basic knowledge expectations" for students to achieve economic literacy. Teachers read and follow the teacher's guide information on the green pages. They hand out copies of the white pages to students. The activities emphasize mastery of 18 "basic knowledge expectation" statements. The lessons treat basic economic concepts such as opportunity cost, scarcity, price, supply and demand, market, and profits. Students cover up to four economic concepts in each lesson, which usually starts with a definition of terms. In addition, teachers are to identify specific social science skills (such as categorizing, testing hypotheses, and formulating generalizations).

Features

In the Marketplace features a uniquely visual teacher-student layout: green pages for teachers and white pages for students. Teacher pages detail each lesson precisely, including parts to read to the students, as well as specific directions to guide students through the unit. Before each week's study, a "Student Knowledge Worksheet" pre-test is administered. In addition, a "Basic Economic Vocabulary" list and "Basic Knowledge Expectations" sheet are handed out. Students might do a vocabulary activity in the classroom such as filling in a crossword puzzle, then a non-classroom activity such as collecting prices of selected items from local grocery stores over a period of time.

Teacher Evaluations

Product Characteristics

The teacher-reviewers found the text to be well organized. Although its format was limited in comparison to other texts, some applauded its uniqueness and praised its attempt at textual clarity through capital letters, italics, boxes—as well as its use of a different color to distinguish teacher materials. It received its weakest ranking in the area of Equity Considerations. Though reviewers found no serious equity problems, they wondered about the limitations of using line drawings to portray racial differences.

"Within the limits of a black line master, attempts were made to produce appealing visual illustrations and format."

"The materials could be taught without a lot of advance preparation—though some exercises would require it. A lot of [duplication needs] to be done."

"The teacher directions are excellent."

"A weak attempt was made to indicate another race using shading. Yuck! The features were obviously Caucasian."

Economic Content

Most teacher-reviewers praised the text's effort to involve students in economics. They thought the economic concepts chosen were good ones. While the content was sound, however, some thought the number of concepts represented a learning overload for young adolescent students.

"Good, solid, accurate definitions of economic terms are used."

"Vocabulary presented systematically along with skill sheets."

"Provides ample opportunities for students to use reflective thinking to examine the 'why' of economics."

"Good units on choices and idea of trade-offs."

"This booklet does an excellent job of including activities on the underlying values of the free enterprise system."

Middle School Student Focus

The majority of teacher-reviewers thought the materials presented activities at the student's level. But some felt the lesson goals were too difficult for the middle school. Teachers were mixed on whether or not the text reached into the world of their students.

"Offers students the opportunity to see economics in their own world."

"Some activities relate to middle school-aged students, some do not."

"Some [activities] relate more to adult experiences but are still motivating."

"Critical thinking skills are used throughout the lessons."

"High student involvement on topics that could interest them."

Pedagogy

The majority of teacher-reviewers appreciated the book's "sampler" style of presentation. They were impressed with the variety of activities and the possibilities for student involvement. Most believed they could use the text as a supplementary resource.

"Objectives are listed along with material for the activities. Directions are clear for the teacher and student."

"Not a great deal in-depth, but a good introduction to our system."

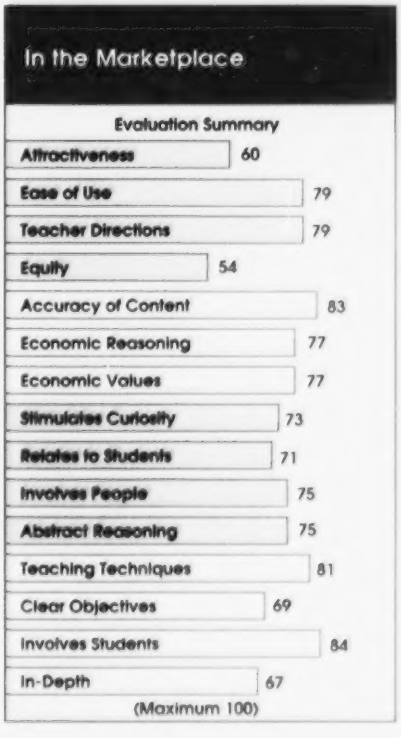
"Interviews, role play, individual work, group assignments—all types of instruction techniques are provided for the teacher to use."

"Good. . . The only weakness is a lack of writing exercises (lots of neat activities and short answer stuff, but no writing requirements)."

Evaluation Summary

Most teachers who reviewed *In the Marketplace* appreciated its attempt to make economics interesting for middle school students. Most thought it was an excellent supplementary economics unit that provided students with an opportunity to use reasoning skills and actively participate in the economics activities. Most disliked the typescript format. Some also felt the attempt to portray racial differences in artwork was weak and fell short of the goal. Although the economic concepts dealt with in the text were good ones, some of the teachers felt there were too many for students to absorb in only three weeks. A few teachers thought some of the concepts were over the heads of their middle school students and didn't relate well to their level of experience.

Eight teacher-reviewers recommended the program without reservation; five recommended it with reservations; one did not provide a recommendation; and one teacher did not evaluate the program.



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Appendix A

Table 2.
Recommended Materials for Teaching Young Adolescents

Text Materials	Product Characteristics: Attractiveness	Ease of Use/Manageability	Complete Teacher Directions	Equity Considerations
Addison-Wesley Publishing Company **Our Economy: How it Works**	73	77	81	79
Coronado Publishers **Economics and the Free Enterprise System**	91	76	64	73
EMC Publishing **Decisions: Making Personal Economic Choices**	87	84	76	85
Globe Book Company **Economics and the American Free-Enterprise System**	71	76	87	69
Harcourt Brace Jovanovich **Free Enterprise in America**	89	69	59	87
Houghton Mifflin Publishing Company **Consumer Action: Personal Business Management**	80	84	91	87
New Readers Press **Economics: It's Your Business**	88	85	77	67
Scribner Educational Publishers / Macmillan Publishing Company **Economics Today and Tomorrow: Enterprise Edition**	87	73	77	81
Supplementary Materials				
Center for Teaching International Relations **Teaching About the Consumer and the Global Marketplace**	68	83	88	68
Federal Reserve Bank of Minneapolis **Money, Banking, and the Federal Reserve System**	76	73	89	63
Joint Council on Economic Education **Strategies for Teaching Economics: Junior High School Level**	71	77	93	66
National Education Association and Joint Council on Economic Education **Economics for Kids: Ideas for Teaching in the Elementary Grades**	68	71	86	80
USA Today and Foundation for Teaching Economics **Economics Today**	76	61	77	70
Washington Council for Economic Education **In the Marketplace**	60	79	79	54

Economic Content			Middle School Student Focus				Pedagogy			
Accuracy of Economic Content	Logical Economic Reasoning	U.S. Economic System Values	Stimulates Student Curiosity	Relates to Student Experiences	Involvement of People	Encourages Abstract Reasoning	Variety of Teaching Techniques	Clear, Obtainable Objectives	Active Student Involvement	In-Depth on Few Concepts
81	81	81	71	68	84	81	84	83	79	68
83	84	85	77	83	87	79	67	51	65	73
84	88	81	71	67	85	85	71	79	67	69
84	75	83	61	49	73	73	65	84	68	56
77	83	84	72	68	91	76	60	52	64	60
80	84	80	73	73	89	75	79	84	75	69
87	91	91	71	72	81	81	72	77	79	72
84	80	81	53	53	73	72	75	81	68	64
69	81	79	87	83	85	83	95	84	85	73
78	73	80	67	56	63	77	77	69	80	87
84	83	79	73	65	84	73	88	84	88	83
77	84	79	80	84	83	76	85	80	89	71
73	75	79	72	67	83	79	77	79	81	67
83	77	77	73	71	75	75	81	69	84	67

Appendix A

Table 3.
Other Materials Evaluated but Not Recommended

Text Materials	Product Characteristics: Attractiveness	Ease of Use/Manageability	Complete Teacher Directions	Equity Considerations
Allyn and Bacon **Introduction to the Social Sciences**	84	71	75	81
Laidlaw Brothers **Free Enterprise: The American Economic System**	73	73	73	77
Social Issues Resource Series / U.S. News & World Report **What Citizens Need to Know About Economics**	72	51	47	65
Supplementary Materials				
Alberta Foundation for Economic Education **Teacher–Student Activities in Economics**	47	61	75	53
D.O.K. Publishers **Discovering Economics: Consumer Education for Kids**	71	60	41	55
Georgia State University **Keeping Up With the Jones's Kids**	44	61	67	57
J. Weston Walch **Understanding Our Economy**	56	61	36	60
Joint Council on Economic Education **The Economics of Energy: A Teaching Kit**	63	59	81	58
Social Studies School Center **Economics Action Pac**	79	60	47	56
Social Studies School Center **Making Sense of the Deficit: A Guide for Students**	72	67	48	49
Teachers College Press **Economic Issues. Social Studies Skills: Activities for the Secondary Classroom**	61	75	91	79
University of Georgia, Center for Economic Education **Global Economics for Middle and Secondary School Students**	51	60	75	67
University of South Florida, Center for Economic Education **Decisionomics**	79	79	72	71

Economic Content			Middle School Student Focus				Pedagogy			
Accuracy of Economic Content	Logical Economic Reasoning	U.S. Economic System Values	Stimulates Student Curiosity	Relates to Student Experiences	Involvement of People	Encourages Abstract Reasoning	Variety of Teaching Techniques	Clear, Obtainable Objectives	Active Student Involvement	In-Depth on Few Concepts
77	71	69	68	59	65	63	65	67	64	67
79	73	88	53	49	71	59	61	77	56	55
69	65	73	44	35	49	55	29	36	28	40
87	76	63	57	48	68	64	63	79	75	69
59	71	60	67	64	72	68	75	36	75	60
63	71	56	58	75	69	56	61	76	85	71
69	68	67	41	33	47	53	47	31	43	57
76	76	70	45	36	51	68	74	67	70	73
68	67	73	76	85	81	71	77	39	84	55
67	73	63	52	40	55	58	55	33	57	77
64	72	68	61	45	72	72	64	72	61	75
73	79	72	61	52	69	69	81	71	77	72
80	68	69	65	77	76	51	67	80	67	52

Appendix B

Using the Middle School Economics Curriculum Materials Evaluation Instrument

Purpose of Instrument Use

The purpose of using the Middle School Economics Curriculum Materials Evaluation Instrument is to assist the Foundation for Teaching Economics (FTE) in making a decision on whether to recommend a particular set of curriculum materials for use by middle-level teachers. To reach this goal, the FTE is relying on your informed professional judgment and thoughtfulness. These "recommended" materials will be featured in a catalog to be published by the FTE and distributed to schools nationwide.

Using the Instrument

The instrument is organized into four main categories: Product Characteristics, Economic Content, Middle School Student Focus, and Pedagogy. There are 15 specific criteria on which a set of materials is to be evaluated. After evaluating a set of materials, you are asked to give an overall rating, to write a short informative paragraph summarizing your evaluation, and finally to recommend whether the materials should become part of the "recommended" materials in the catalog.

Please review the instrument carefully so you can keep in mind the criteria. Be sure you have all the components of the materials (e.g., student text, copy masters, teacher's guide). Examine each component with care, keeping in mind the criteria.

Before completing the final evaluation, please become familiar with the explanations of each criterion in the sections that follow.

A. Product Characteristics

1. Attractiveness. The attractiveness of curriculum materials does not necessarily mean a four-color presentation with extensive art and photography. Carefully designed one-color (black and white) materials are often very attractive to teachers and students. When assessing attractiveness, the following should be kept in mind: format, typeface, type size, use and quality of graphics, use and quality of color (if included), how pleasing the materials are to read, use of white space, and other general design features.

2. Ease of Use/Manageability. The main question underlying this criterion is, "Can I teach these materials conveniently?" Some items to keep in mind when assessing the materials on this criterion are: problems of copying the material/handouts, clear organization of components, amount of teacher preparation, clear sequence for use of components, clarity of how components are to be used, nature of student grouping (if any), requirements for physical space/furniture, and the need for specialized equipment.

3. Completeness of Teacher Directions. Whether economic ideas are difficult or easy to teach often depends on clear and complete directions for teaching. In assessing this criterion, consider if the materials provide the following: statement of materials to be used; estimates of the time needed for instruction; presence of learning objectives; overview of lesson; directions for opening, presenting, and concluding a lesson; explanations of potentially difficult content; and definitions of vocabulary terms.

4. Equity Considerations. A major consideration in examining all kinds of educational materials relates to equity. How are women, the handicapped, people of different races, etc., treated in the materials? Is there reasonable representation of individuals from urban/rural areas? How are young/old/middle-aged people portrayed? Is the writing style free of bias, especially with respect to sex?

B. Economic Content

5. Uses Economic Concepts and Generalizations Accurately. In considering this criterion assume, as a rule of thumb, that most citizens, young or old, teacher or student, do not understand much about economics, are easily confused by economics, and are unaware of underlying values influencing economic behavior. Yet you should bear in mind that many of us use the terms of economics in our daily activities.

Costs, profit, supply, demand, market, capital, deficit, etc., are very familiar words and often are imprecisely used. Such confusion complicates the teaching responsibility, so consider your decision carefully as you assess the accuracy, logic, and values taught in the economics curriculum materials.

Useful economic education materials should contain a glossary of economic terms. Check to see if the definitions given to students are consistent with definitions given in the glossary. Check definitions with available sourcebooks such as *A Framework for Teaching Economics*, published by the Joint Council on Economic Education, or a standard college economics text. It is not unusual for economics curriculum materials to contain inaccurate economic content.

6. Demonstrates Logical Economic Reasoning. The skill of using economic knowledge to explain new situations and refute fallacious economic thinking is important to the learning process. One final test of the usefulness of one's learning is the ability to accurately predict and/or explain human behavior. "Why" and "What if" questions can be answered with logical extensions of the basic economic assumptions and content students learn. Educational materials should help students recognize and practice the reflective reasoning necessary to demonstrate higher level thinking and transfer of knowledge. Materials should contain sections entitled "New Applications," "What Is Wrong with This Economic Thinking?" or "Economic Thinking Skills" to substantiate the commitment to improve students' use of economic reasoning.

7. Identifies Values Underlying the American Economic System. Any instructional materials about the American economic system should make explicit reference to values which help establish the rules for economic behavior. Individual economic freedom, for example, is a fundamental value influencing many of our economic activities. By emphasizing the importance of economic freedom, individuals are encouraged to pursue careers of their own choosing; markets flourish with voluntary exchange between buyer and seller; and investment decisions are made with reference to personal, rather than national, goals. Purposeful decision-making gives rise to the forces of supply and demand and influences the level of competition which exists in an economy of markets. Students at this age must be made aware of these underlying values so they can understand the motives which drive the behaviors of the people in this economy. Check to see if the curriculum materials stress ideas such as competition, private property, incentives, individual freedom, and decentralized decision-making. Controversies about issues such as tax reform, deficit government spending, protectionism, and welfare reform can be analyzed by comparing the desire for security with the goal and consequences of individual freedom. Value considerations should be an explicit part of the materials used by students.

C. Middle School Student Focus

8. Stimulates Student Curiosity. The content and activities in the curriculum materials should be interesting and motivating to middle school students. Curriculum materials should elicit intellectual curiosity and invite further learning. This may be done by posing puzzling situations or inviting students to explain the seemingly confusing behavior of people in specific economic situations. Moreover, students should find the materials enjoyable and engaging.

9. Content Relates to Student Economic Experiences. Young people are participants in the economic life of their communities. The content and activities of the curriculum materials should stress the age-appropriate involvement of young people in their personal economic roles as consumers, workers, savers, and producers. The curriculum materials should stress teaching examples which focus on young people's economic activities and decisions.

10. Stresses Involvement of People in the Economy. It is important that young people recognize that individuals—adolescents, parents, business leaders, labor leaders—make decisions that significantly influence our economic life. Stress on the active involvement of people in the economy enables young people to better identify with economic life in their community and helps reduce the tendency of many young adolescents to become alienated or disengaged from aspects of community life. It also reinforces the idea that we all make economic choices. In applying this criterion, check to see if the curriculum materials use numerous examples stressing people's involvement in economic life. The economic landscape of people, institutions, and social roles which are familiar and important to the young adolescent should be present.

11. Encourages Students to Reason Abstractly. Developmental psychologists have concluded that most

middle school students reason at the level of concrete operations. This means that early adolescents can successfully perform many intellectual tasks, such as classifying of information and coordinating part/whole relationships. Their reasoning, however, often depends on manipulating concrete, physically present information or ideas. Moreover, some learners in this age group are ready to begin making the gradual transition toward using formal reasoning, which means, in part, that the importance of personal experience or the physical representation of the information may be diminished. Learning activities and economic content should rely heavily on concrete examples, such as ideas in the experience of young people or things which can be represented physically. In addition, opportunities should be provided to assist students in developing more abstract reasoning skills. In other words, the teaching activities should begin by engaging students at their own level by using what is nearby and familiar and gradually encourage students to apply the concepts to new situations which are less familiar and less dependent on personal experiences.

D. Pedagogy

12. Provides a Variety of Instructional Techniques. In considering this criterion, look for the number of different instructional techniques used to accomplish the learning objectives, such as role play, group tasks, out-of-class investigation, and group discussion. A variety of creative techniques helps to maintain student interest, encourage curiosity, and appeal to different learning styles.

13. Specifies Clear, Obtainable Objectives. Each lesson should include learning objectives which specify the thinking process students use in the activity (recognizing main ideas, applying information), the types of learning activities involved (class discussion, textbook reading, simulations), and the specific economic content or skills to be taught. Moreover, the objectives should be realistic. That is, the activity is designed to achieve the objectives, and you can see some way to determine whether the objectives are achieved.

14. Encourages Active Student Involvement in Learning. The curriculum materials should be designed to invite student involvement in learning. Passive forms of teaching, such as long lectures and lengthy teacher explanations, should be used sparingly. Instead, the emphasis should be on classroom or community-based activities which foster student participation in the learning process. Look for activities which encourage student involvement, including class discussions, simulations, small group tasks, and use of community resources.

15. Provides In-Depth Instruction on a Few, Selected Economic Concepts. "Teach less, teach it better" is a useful rule for publishers to follow when designing economic education materials. Students should be taught a small number of powerful economic ideas which they can use to help explain the human behavior they see. They should be provided with multiple opportunities to practice with these ideas in a variety of increasingly complex situations which encourage the development of higher level thinking skills. We need to be aware of the content/time relationship. That is, how much content is expected to be learned in a given time period? In applying this criterion, check for an overloading of concepts and generalizations that leads to superficial learning and inadequate practice. Such experience will be of little value as it is quickly forgotten.

Middle School Economics
Curriculum Materials Evaluation Instrument

Please fill in the information asked for below carefully and accurately.
(To be completed before materials are evaluated.)

Bibliographic Information

Title: _____

Series (if applicable): _____

Author 1: _____

Author 2: _____

Physical Description: _____

Number of Pages: _____ Copyright Date: _____

Publisher: _____

Intended Grade Level: _____ Reading Level (Publisher): _____ (Fry): _____

Special Group: _____

Language: _____

Instructional Time: _____

Total Cost: _____ Cost Per Student: _____

Additional Materials: _____

Ordering Information

Title: _____

Series (if applicable): _____

Author 1: _____

Author 2: _____

Total Cost: _____ Cost Per Student: _____ Publisher: _____

Available From (Name, Address, Phone): _____

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Analyst Name: _____

Analyst Address: _____

_____

Beginning below and continued on the following pages is a list of 15 criteria, organized into four main catagories, to guide your evaluation of middle school economics curriculum materials. Use the rating scale in the right-hand column by circling the number which most accurately represents your evaluation on each criterion. Note that the numbers represent progressively better ratings up to "5," which is the highest rating.

Please evaluate the materials on *every* scale and make an overall rating at the end. You may make written comments at each level to explain your ratings or alert reviewers to special information which is not obvious in the rating scale.

A. Product Characteristics

	Rating Scale				
	Poor	Fair	Average	Good	Excellent
1. Attractiveness	1	2	3	4	5
Comment: _____					
_____					
_____					
2. Ease of Use/Manageability	1	2	3	4	5
Comment: _____					
_____					
_____					
3. Completeness of Teacher Directions	1	2	3	4	5
Comment: _____					
_____					
_____					
4. Equity Considerations	1	2	3	4	5
Comment: _____					
_____					
_____					

	Rating Scale				
	Poor	Fair	Average	Good	Excellent
B. Economic Content					
5 Uses Economic Concepts and Generalizations Accurately	1	2	3	4	5
Comment:					
6. Demonstrates Logical Economic Reasoning	1	2	3	4	5
Comment:					
7. Identifies Values Underlying the American Economic System	1	2	3	4	5
Comment:					
C. Middle School Student Focus					
8. Stimulates Student Curiosity	1	2	3	4	5
Comment:					
9. Content Relates to Student Economic Experiences	1	2	3	4	5
Comment:					
10. Stresses Involvement of People in the Economy	1	2	3	4	5
Comment:					

	Rating Scale				
	Poor	Fair	Average	Good	Excellent
11. Encourages Students to Reason Abstractly	1	2	3	4	5

Comment:_____

_____

_____

D. Pedagogy

12. Provides a Variety of Instructional Techniques	1	2	3	4	5

Comment:_____

_____

_____

13. Specifies Clear, Obtainable Objectives	1	2	3	4	5

Comment:_____

_____

_____

14. Encourages Active Student Involvement in Learning	1	2	3	4	5

Comment:_____

_____

_____

15. Provides In-Depth Instruction on a Few, Selected Economic Concepts	1	2	3	4	5

Comment:_____

_____

_____

E. Overall Evaluation

Rating Scale				
Poor	Fair	Average	Good	Excellent
1	2	3	4	5

F. Summary of Evaluation

G. Recommendation

Would you recommend these materials be endorsed for classroom use by the Foundation for Teaching Economics?

_____ Yes, without reservation

_____ Yes, with reservation

_____ No

Appendix C

Bibliography of Curriculum Materials Evaluated

Text Materials Recommended

Abramowitz, Jack, et al. *Economics and the American Free-Enterprise System.* New York: Globe Book Company, 1983.

Billings, Henry. *Economics: It's Your Business.* Syracuse, NY: New Readers Press, 1986.

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Morton, John S., and Ronald R. Rezny. *Consumer Action: Personal Business Management.* Boston: Houghton Mifflin Company, 1986.

Rader, William D. *Economics and the Free Enterprise System.* San Diego: Coronado Publishers, 1982.

Supplementary Materials Recommended

Banaszak, Ronald A., and Elmer U. Clawson. *Strategies for Teaching Economics: Junior High School Level (Grades 7-9).* New York: Joint Council on Economic Education, 1981.

Koranski, Bruce (ed.). *Teaching About the Consumer and the Global Marketplace.* Denver, CO: Center for Teaching International Relations, University of Denver, 1985.

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Reinke, Robert, and Bruce Jasper. *Money, Banking, and the Federal Reserve System.* Minneapolis: Federal Reserve Bank of Minneapolis, 1982.

Schug, Mark C. *Economics for Kids: Ideas for Teaching in the Elementary Grades.* Washington, DC: National Education Association and Joint Council on Economic Education, 1986.

Washington Council for Economic Education. *In the Marketplace: Basic Unit on the American Economic System.* Olympia, WA: State of Washington Superintendent of Public Instruction, 1983.

Appendix C

Other Text Materials Evaluated

Bonstingl, John Jay. *Introduction to the Social Sciences.* Newton, MA: Allyn and Bacon, 1985.

Smith, Robert F., et al. *Free Enterprise: The American Economic System.* River Forest, IL: Laidlaw Brothers, 1984.

Van Scotter, Richard. *What Citizens Need to Know About Economics.* Washington, DC: Social Issues Resource Series - U.S. News & World Report, Inc., 1983.

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